

THE BESTSELLING AUTHOR OF WHO LET THE GODS OUT?

Maz Evans

The
Exploding
Life

of
Scarlett
Fife

ILLUSTRATED BY CHRIS JEVONS



SCHEME OF WORK

PERFECT FOR:

Students aged 7+; a heartwarming story about big feelings; exploring probability; creating pie charts; poetry; idioms; researching famous women through history; joining Scarlett and her friends on a hilarious adventure full of exploding fun and mayhem!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Writing to Entertain and Inform

Drama, Speaking and Listening

Maths

History

Design Technology and Art

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WEEK 1 (PAGES 1-80): I'VE MADE SOMETHING EXPLODE!

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. - Identify how language and structure contribute to meaning. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand a character by completing a Role on the Wall activity. <p>Mathematics</p> <ul style="list-style-type: none"> - Create a pie chart using knowledge of fractions and percentages. <p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Explore a range of everyday idioms. 	<ol style="list-style-type: none"> 1. Before beginning create a spider diagram of words, themes, and associations linked with 'anger'. 2. Use the information on page 5 to draw and label a picture of the 'Mr Nibbles area' in Scarlett's room. 3. Mum says that Gran is 'formidable'. What does this mean? Do you agree with Mum? (page 19) 4. Read to the end of page 32. What impression do you get of William U? Can you describe him in three words? 5. On page 40, Scarlett says that she doesn't have a temper. Do you agree with her? Why? Why not? 6. Read up to page 53. Does the name 'Ms Pitt-Bull' suggest anything about the teacher's personality? Can you make any predictions about her role in the story? 7. On page 72, we learn about some of Mum's terrible recipes. Can you think of other funny names for things Mum might cook? 8. Use a Venn diagram to compare and contrast Scarlett and Mum. How are they similar? How are they different? 9. Why do you think some of the story is written in italics? What effect does it have? How does it help us to further understand Scarlett and her feelings? 10. What are your first impressions of Scarlett? Do you like her? Does she remind you of any other story characters? 	<p>Complete a Role on the Wall activity. Draw an outline of Scarlett. 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 Scarlett and write her answers.</p> <p>Throughout the story Scarlett uses pie charts to explain her feelings. Can you create your own pie chart, using your knowledge of fractions and percentages, to tell someone about your interests and hobbies? You could base your chart on Scarlett's 'Things I Really Want' chart!</p> <p>Jakub and Scarlett struggle to understand the various idioms that are used by the characters around them, such as 'pay a little visit'. In small groups, spend some time exploring a range of everyday idioms and discuss what they might mean. Here are some to get you started: <i>a change of heart, like a bull in a china shop, get off your high horse...</i> Perhaps you could try writing your own to explain everyday occurrences and feelings!</p>

WEEK 2 (PAGES 81–152): PERHAPS WE CAN BE FRIENDS

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. - Explain your ideas and opinions. <p>Poetry</p> <ul style="list-style-type: none"> - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning. - Create a poem in the style of Mandy Coe. <p>Mathematics</p> <ul style="list-style-type: none"> - Carry out a range of investigations to explore probability. <p>Design Technology & Art</p> <p>Explore the work of Edvard Munch and use the techniques he employed to create your own piece of art.</p>	<ol style="list-style-type: none"> 1. Do you think Scarlett can really make things explode? What else could be happening? (page 81) 2. Do you think 'Positivity Points' are a good idea? Why? Why not? (page 89) 3. Can you infer anything about the relationship between Rita and Scarlett's dad? Are there any clues? (page 97) 4. Read up to page 112. What advice could you give to Scarlett about controlling her anger? Is keeping it all inside working for her? 5. Vishna has arachnophobia. What does the word 'phobia' mean? Can you use a dictionary to find out about other words with the suffix 'phobia'? (page 122) 6. William 'scuttles' to the stage on page 130. What does this suggest about how he might be feeling? How is the word 'scuttles' similar to the word 'runs'? How is it different? 7. Read up to page 132. How do you predict Scarlett will react? What might happen next? 8. What might Mum be thinking and feeling on page 141? How do you know? 9. Can you explain why Maisie 'whispers' on page 147? What does this tell us about Maisie? 10. How is the relationship between Scarlett and Polly developing and changing as the story progresses? Use evidence from the story to support your ideas. 	<p>Look at the poem <i>If You Could See Laughter</i> by Mandy Coe. Discuss what you like and dislike about it and anything that puzzles you. Work in groups to perform the poem, thinking about how you can use your voice, actions and musical instruments. You could even write your own poem about anger using a similar style and structure!</p> <p>Scarlett uses probability to evaluate her choices. Use two dice numbered from 1-6, throw them 30 times and add up the total each time. Use a tally chart or bar graph to investigate the probability of throwing an odd/even number. You could also give each other a range of statements relating to the story and decide whether they are impossible/unlikely/likely/certain.</p> <p>Look at 'The Scream' by Edvard Munch. What feelings do you associate with this painting? Which colours and symbols might you use to represent anger? Create a piece of artwork in the style of Edvard Munch to represent Scarlett's big feelings.</p>

WEEK 3 (PAGES 153–225): THE STAR THAT SAVED MR NIBBLES

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. - Retrieve and summarise information from a passage and use it to inform writing. <p>History</p> <ul style="list-style-type: none"> - Research the lives of significant individuals in the past and create a class display about their achievements. <p>Mathematics</p> <ul style="list-style-type: none"> - Use a variety of calculations and operations to make the numbers 1-20. 	<ol style="list-style-type: none"> 1. Read up to page 163. How does the author create a sense of tension? Which words and phrases are particularly effective? 2. Summarise the events in Chapter 11 in six sentences. Now, try to do it in three. Can you summarise them in one sentence now? 3. Are there times when anger is useful? Can you think of any examples? (page 169) 4. Use the example on pages 173 and 174 to create your own table to show 'Things I Should Get Angry About' and 'Things It's Not OK to Get Angry About'. 5. Read up to page 194. Has your opinion of Ms Pitt-Bull changed at all? Why? Why not? 6. Imagine you are Scarlett on page 209. What might you like to tell Barney? Perhaps you could role-play the conversation! 7. Read up to page 218. Do you feel sorry for William U? Why? Why not? 8. Do you think the character of Scarlett will appeal to readers? Why? Why not? Use examples from the story to support your ideas. 9. The main theme in this story is disappointment. Do you agree? Why? Why not? What other themes are important? 10. What do you think Scarlett learns about herself, her friends and her family over the course of the story? How has she changed and grown? 	<p>Scarlett learns about Rosa Parks and Emmeline Pankhurst. In small groups, conduct research into their lives and achievements. As a class, you could create a colourful, engaging display about them including artwork, biographies, diary entries and poetry. What other important women in history can you find out about?</p> <p>The chapter headings have been created using a range of different calculations. Can you make all the numbers from 1-20 using a variety of calculations too? You can make them as easy or as difficult as you wish! For example:</p> $4 \times 5 = 20$ $(4 \times 3) + 8 = 20$ $50\% \text{ of } 40 = 20$ <p>Can you create your own mathematical calculations to summarise the different events in the story? These examples might give you some ideas:</p> <p>$(\text{Scarlett} \times \text{William U}) + \text{Ms Pitt-Bull} = \text{Anger}$</p> <p>$\text{Jakub} - \text{Job} + \text{Blackeroni Cheese} = \text{Arguments}$</p> <p>$\text{Friends} + \text{Cake} + \text{Party} = \text{Happiness}$</p>