

FRANK COTTRELL-BOYCE

Bestselling, award-winning
author of MILLIONS



NOAH'S GOLD

Illustrated by Steven Lenton

SCHEME OF WORK

PERFECT FOR:

Students aged 9+; a fast-paced rollercoaster ride of epic adventures, near disasters, and unexpected triumphs; exploring themes of family, friendship, and food; resilience and communication; the history of the telephone and the invention of the Internet; and more.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Writing to Entertain and Inform

Drama, Speaking and Listening

Art & Design Technology

Science

History

Geography

Computing

Mathematics

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NOAH'S GOLD

MACMILLAN
Children's Books



WEEK 1 (PAGES 1–52): THE WONDER WAREHOUSE VS SOME ROCKS



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' thoughts and feelings <p>Creative Writing:</p> <ul style="list-style-type: none"> - Use a variety of techniques and adventurous vocabulary to create an imaginary setting <p>PSHE/Science</p> <ul style="list-style-type: none"> - Create a balanced meal, recognising the impact of a healthy diet on our bodies <p>Speaking & Listening</p> <ul style="list-style-type: none"> - Hot-seat the main characters, using open questions to reveal thoughts and feelings 	<ol style="list-style-type: none"> 1. Before reading, look over the first few pages, which include a letter, text messages, a contents page and a map. What are your predictions can you make about the story? 2. Based on the map and details from page 5, do you think you would like to visit the island? Which places sound most intriguing to you and why? 3. On page 6, Noah says that 'people definitely rely on their screens too much'. Do you think this is true? 4. We find a lot out about Eve on page 7. Create a mini spider diagram with initial thoughts and ideas about what kind of person she is. 5. What surprising detail do we learn about Noah on page 8? How does this change our understanding of what is happening? 6. Re-read the descriptions of the minibus disaster (pages 17–20). Can you summarise the key moments in fifty words? Compare your summary with a friend – can you do it in even fewer words? 7. In Letter 4 (page 35), Dario struggles without his phone. How has being phone-less made him feel? Do you know anyone who finds it hard to be without internet access / a mobile phone? Why do you think that is? 8. How does the author build up the tension on pages 37 and 38? Make a note of any particularly effective words and phrases. 9. On page 41, Lola wonders where Mr Merriman has got to. Where do you think he is? 10. What kind of impression do you think has Noah made on his fellow islanders (page 52)? Write a thought bubble to reveal each character's opinion of him at this point. 	<p>Hy-Brasil is mentioned both on the map and on page 30. Irish myths described it as cloaked in mist except for one day every seven years, when it becomes visible but still cannot be reached. Write your own imaginative description of this mythical place, using the five senses to help create a vivid picture in the reader's mind. Can you include similes, metaphors and personification?</p> <p>Write some open questions to ask each islander and then take it in turns to hot-seat the role of each character. Try to stay in role on the hot-seat and think about facial expression and posture as well as the way you answer!</p> <p>Packed lunches have taken on a whole new level of importance in this part of the story. Now it is your turn to create the ultimate packed lunch for a school trip. Sketch and label each part of your lunch in detail. Aim to make it as nutritious and interesting as possible, following your school's healthy eating and allergy policies.</p>

WEEK 2 (PAGES 53–103): A SMALL BIT OF MAGIC

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Skim and scan a passage to retrieve information - Find evidence to support your ideas - Identify how language choices, structure and punctuation contribute to meaning <p>History</p> <ul style="list-style-type: none"> - Research the history of the telephone and other important communication developments <p>PSHE</p> <ul style="list-style-type: none"> - Create a set of rules for successful teamwork and communal living <p>Speaking & Listening</p> <ul style="list-style-type: none"> - Conduct a class debate on a key theme in the novel 	<ol style="list-style-type: none"> 1. Noah doesn't have any stamps but will 'just keep writing these letters' (page 53). Why do you think he wants to continue? 2. Read pages 54–55 and consider the following statement: <i>Lola and Ada are equally useless at helping the team</i>. Do you agree or disagree? Share your reasoning with the group. 3. The children experience a near-miss with a large plane that looks likely to crash-land on the island. Imagine you are one of the 'faces in the windows' on the plane and describe what you see below. 4. Why do you think nobody listens when Noah suggests an idea (page 65)? How might that make him feel? 5. Using all the information in letter 7, sketch and annotate 'Sea View Cottage'. Remember to add the changes that the children have made. 6. Find and copy the similes for the moon and stars on page 73. Can you think of some original ones of your own? 7. Look closely at the passage from 'Then I heard a noise' to '...rose up again' on page 82. How does the author keep us on the edge of our seats? 8. Look up the following words taken from pages 85–92: <i>siege; edible; scarce; conflict; banshee; election</i>. Can you use each one in a sentence of your own? 9. Who do you think should be the group leader (pages 94–97)? Can you explain the reasons behind your choice? 10. On page 101, Noah shares the map he found with the other children. Who do you think may have left this map, and what might it lead them to? Do you believe it could be a treasure map? 	<p>Is the Internet the most important invention the world has ever seen? Discuss your thoughts in a group and then write a convincing argument either 'for' or 'against' the use of the Internet.</p> <p>Conduct research using computers and information texts to find out about the invention of the telephone and other communication devices such as the telegram. Compile a fact file of key information (ensure it's eye-catching and well structured). You could even include a timeline of key developments.</p> <p>In small groups, come up with a set of rules that you think would be most important and useful for a small island community. When you have agreed on your list, share it with the rest of the class and then vote on which rules from each group should be included in the final class list.</p>



WEEK 3 (PAGES 104–160): STRICTLY SHARKS BALLROOM

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Draw inferences, such as inferring characters' thoughts and feelings - Identify and discuss the main themes of the story - Analyse an author's style of writing and consider the impact of techniques and vocabulary used <p>Writing in Role</p> <ul style="list-style-type: none"> - Write a conversation between two characters, considering their behaviour and personalities - Punctuate speech and dialogue accurately <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Perform a poem using voice, body percussion, and instruments <p>Creative Writing</p> <ul style="list-style-type: none"> - Write a poem inspired by W.H. Auden's 'On the Island' and descriptions of Noah's island 	<ol style="list-style-type: none"> 1. Stop reading when you get to 'splitting it down the middle' (page 108), just after the drone has released its package. What do you think would be the most welcome delivery at this point in the story? 2. On page 110, Noah says 'It made me worry about what was happening to you all at home.' What do you think his concerns might be? 3. Noah considers the difficulties of being a leader at the bottom of page 118. What is he worried about? Can you think of other challenges of being a good leader? 4. Read page 119 carefully to locate the similes and metaphors describing the water. Can you add some of your own waterfall descriptions to the list? 5. On page 121–122, Noah names the waterfall 'Our Waterfall'. Why does he settle for this name, and what does this suggest about his current state of mind? 6. What does the phrase 'rogue things keep happening' mean (page 124)? Can you find synonyms that you could replace "rogue" with? 7. At this stage of the story (page 132), what are Noah's priorities? List everything that he wants to resolve. Which of these do his friends not know about? 8. Why is their meal of potatoes and beans described as the 'best meal ever' (page 137)? 9. Read from 'then everything went black' (page 144) to the bottom of page 147. Collect your favourite dramatic or suspenseful phrases and sentences. Also think about how the author has used punctuation to create these moods. 10. By the end of letter 2 (pages 153–159), how has the general mood changed for the better? Write a Gratitude Diary, which includes everything the islanders are thankful for. 	<p>Write a piece of dialogue between Noah and Eve as they stand together at the top of the waterfall (page 120). Imagine they have a proper conversation at this point – what might they say to each other? Will there be a difference in what they say and what they are actually thinking and feeling inside? Share and compare your dialogue with a friend.</p> <p>Read the poem 'On the Island' by W.H. Auden. Select words and phrases that you think help create a calm and tranquil mood. Look out for similes, alliteration, and use of sound. Now practise a performance in small groups, using your voices, body percussion, and instruments to create a soundscape to accompany the performance.</p> <p>For many, letter-writing has been replaced by email, text messages and social media. Write an informal letter from one of the children to their family members, describing their version of events since being on the island.</p>



WEEK 4 (PAGES 161–207): POOKA PILE

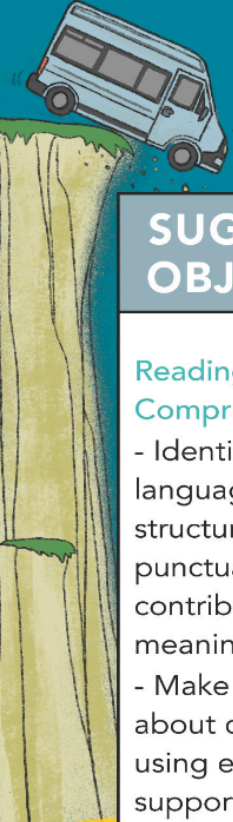
SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Draw inferences, such as inferring characters' thoughts and feelings. - Use freeze-frames to explore character motivation and emotions</p> <p>History/ICT - Research the history and properties of gold, - Create an informative PowerPoint presentation</p> <p>Creative Writing - Write a one-sided phone call from a character's perspective</p> <p>Writing to Inform - Write a factual newspaper report linked to key events in the story</p>	<ol style="list-style-type: none"> 1. How does the author create an eerie atmosphere on page 162? Share your findings with a partner. 2. What does Noah mean by the expression 'that really was putting the cherry on top of the cherry'? (page 164). 3. Why do you think all of the children are so keen to have a go on the 'silent phone' (page 166)? How might it help each of them? 4. On page 167, Dario and Ada both try to explain shooting stars in different ways. Have fun explaining the moon, a rainbow, or a volcano from both Dario's and Ada's perspectives and compare the results. 5. Why do you think Noah says that he feels "smaller than ever" on page 169? 6. Having read page 178, do you think Noah should focus on being rescued or saving the world? 7. What does the phrase 'nooks and crannies' mean? (page 183) Can you use it in a sentence of your own? 8. Sketch Noah on his mission through the tunnel. Annotate your drawing with a selection of key quotations from pages 192–193 and adjectives/phrases to describe his thoughts and feelings. 9. Freeze-frame the moment that all of the children see the gold for the first time on page 198. Take it in turns to unfreeze and share your character's thoughts and feelings. 10. Re-read Dad's letter to Noah (pages 206–207) and see if you can summarise the main point of his letter in one sentence. What is the main idea he is trying to communicate? 	<p>Use books and the Internet to research the history and properties of gold. Create an informative and eye-catching PowerPoint presentation, using slide transitions, animations and sound effects. Don't forget non-fiction features, such as subheadings, diagrams, and a clear, factual writing style.</p> <p>Following on from the silent phone calls on page 166, choose one of the characters and write their one-sided 'phone call' to a friend or family member. What would they say that they maybe wouldn't share with their fellow islanders? Try to capture their distinct 'voice' through your words and phrasing.</p> <p>Think about what it would be like if the Internet stopped working without any warning. Write a newspaper report explaining what has happened in the short time the Internet has been broken, remembering to use the key reporting features like a snappy headline, the 5Ws, formal language and reported speech.</p>

WEEK 5 (PAGES 208–246): CHOCOLATE DIGESTIVES AND GOLD BULLION



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Draw inferences, such as inferring characters' thoughts and feelings. - Identify and discuss main themes of the story - Explore idioms and their origin and meaning <p>Design Technology</p> <ul style="list-style-type: none"> - Design and make a 3D model using a range of materials <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Perform a short scene in which everyone in the group takes on a speaking role 	<ol style="list-style-type: none"> 1. Letter 8 (page 208) is addressed 'To Whom It May Concern'. How is this different to previous letters, and what does it suggest about the reader/contents? 2. On page 210, Eve tells the others that Noah should have a share of the gold because he was 'literally the one who actually found it'. What does this reveal about Eve's changing mindset? 3. 'Mr. Merriam is an adult and a teacher, and therefore trustworthy' (page 217). True or False? Write a paragraph to explain your thoughts. 4. Select an adjective to show how Noah feels when Eve finally reveals that he is her brother (page 225). Explain why you have selected this specific word. 5. The group of children decide to stay with Noah to fix the Internet rather than leave with Mr. Merriman (page 227). How has their relationship as a group developed since the first day of the trip? 6. To what extent do you agree with Noah's words: 'Food is like gold. Food changes everything' (page 229)? 7. Why do Lola and Eve get frustrated with Ryland on pages 237–239? What advice would you give to him at this point? 8. On page 240, the gold is described in interesting ways. Use thesauruses to come up with some other effective adjectives and descriptions to describe it. 9. As Noah begins to make his escape, he uses a number of short sentences starting with 'I' (page 243). What effect does this create? 10. Collect all of the vivid verbs you can find on pages 244–245. How do they help to create a tense and exciting scene? 	<p>On page 209, Noah uses the expression, 'that is quite a big cake to leave in the oven', to reveal his shock about a secret solar-powered charger. This is something he does throughout the story – keep an eye out for more funny food comments! Research well-known food-related idioms and their origin/meaning and present them on a poster for the classroom.</p> <p>Treasure guardians, such as the dragon in <i>The Hobbit</i> (mentioned on page 242), are mythical creatures said to have protected treasure from thieves. Look at pictures of other mythical creatures and then design your own fierce beast to protect Noah's gold. Use clay or other materials to make a 3D model, thinking carefully about texture and detail. Then write a paragraph to describe it.</p> <p>The mythical King Midas, which the Internet cable is named after (page 226), is famous for his ability to turn everything he touches to gold. Read the myth, and then in small groups imagine that this happened to you – what would a day in your life look like? Practise a short piece of drama in which you act out your ideas.</p>

WEEK 6 (PAGES 247–292): EVERYONE IS ARONOR



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify how language choices, structure and punctuation contribute to meaning - Make inferences about characters, using evidence to support your ideas - Exploring new words and finding their meanings <p>Creative Writing</p> <ul style="list-style-type: none"> - Write an epilogue to the story, showing awareness of key themes and issues <p>Maths</p> <ul style="list-style-type: none"> - Collect and record data, using tally charts and bar graphs 	<ol style="list-style-type: none"> 1. What does the 'Afters Menu' on page 247 suggest about events and settings in the final part of the story? 2. The Twitter updates on page 248 and the police notes on page 249 both indicate that only five children were rescued. What is your theory on the whereabouts of Noah? Do you think he is safe? 3. Find definitions for the following words (page 249): <i>impounded, recovered, maintains, vessel</i>. 4. What do the references to food banks and 'tokens' on page 257 reveal about Noah and Eve's family life? Have we seen signs that this has affected them? 5. <i>Telling lies is always wrong</i>. To what extent do you agree or disagree with this statement? Link your answer back to pages 256–257. 6. The author has used figurative language to describe the scene in which Noah powers the Internet and the lighthouse back up. Read through page 267, and retrieve any similes, metaphors, personification and use of contrast that you can find. 7. What has Granny Nuala's role been in the story? Think back to times that Noah quoted her or mentioned her cooking. What kind of person do you think she was? Write a brief character description. 8. How has their island experienced changed the children's relationships with their screens and devices (page 279)? 9. On page 281, Noah takes a moment to reflect on what he has learnt about people and 'connection'. What other important things do you think he has learnt along the way? 10. Nominate classmates for a specific award. Example awards could be: most entertaining; most hardworking; most practical etc. Write a sentence to explain how you came to your decisions. 	<p>Design a WANTED poster for Mr. Merriam. Consider which details to include, what the reward might be, and how to make contact. Make sure you draw a picture of him – use your imagination and Steven Lenton's illustrations as inspiration!</p> <p>Write an epilogue to the story in the style of a graphic novel or comic book, which follows on from the final events and the messages sent in Noah's Gold WeeWord group at the end of the book. What happens next? Is the last gold bar ever found – if so, by whom? Does life return to normal for the children?</p> <p>Conduct your own research into screen time and Internet usage. Devise questions to investigate (e.g. how much screen time are you allowed each day? When are you allowed your first mobile phone?) and complete a tally chart with the data. Then turn your charts into bar graphs in order to display your findings clearly. Did any of the results surprise you? Feed back to the class.</p>