



SCHEME OF WORK

PERFECT FOR:

Students aged 9+; fans of mystery and adventure stories; exquisite examples of personification, similes and metaphors; planning and writing newspaper articles; learning about the free press and different styles of journalism; a thrilling 'noir' style story with magic, grit and a brave female lead.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Drama, Speaking and Listening

Design Technology & Art

Science

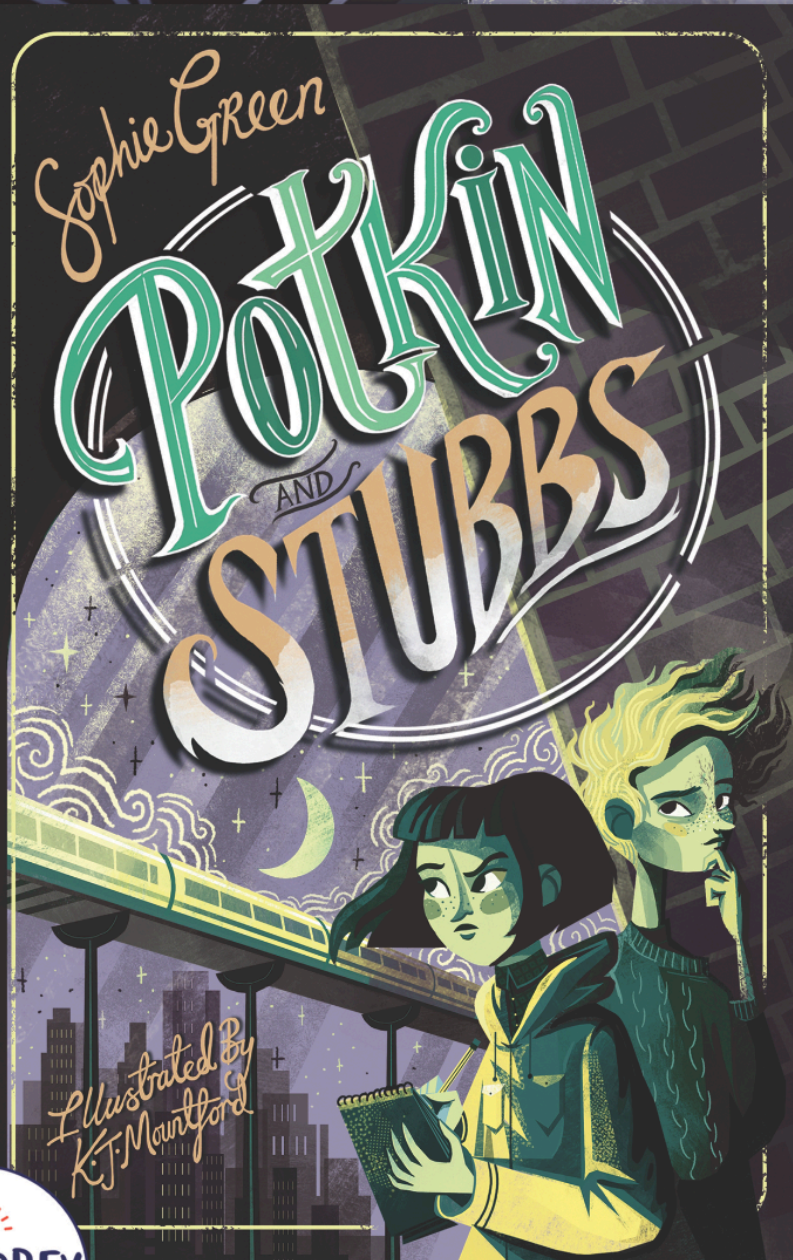
Maths

Physical Education

History

Music

PSHE and Citizenship



WEEK 1 (CHAPTERS 1–5): WANNABE REPORTER

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Analyse an author’s style of writing and identify different techniques and vocabulary used. - Make predictions from a map. <p>Maths</p> <ul style="list-style-type: none"> - Use a Venn diagram to compare and contrast the two main characters. <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none"> - Write a newspaper report, thinking about the layout and features for this type of writing. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Empathise with a character’s thoughts, feelings and attitudes and express these through use of role-play and freeze-frame. 	<ol style="list-style-type: none"> 1. Read Chapter 1. What are your first impressions of Peligan City? What images do you see in your mind? Draw a picture of the city. 2. What does it mean if you have a ‘belly full of ambition’? Create a spider diagram of words and themes linked to ‘ambition’. (page 3) 3. Why do you think Lil pretends to be asleep on page 19? Can you talk about her relationship with her mother? 4. How does the author make you want to read on at the end of Chapter 2? How can the boy be missing and also in Lil’s room? 5. Read Chapter 3. Do you have any theories about who Nedly might be and why he can’t remember anything? Why do you think he keeps shivering? 6. How does the mood of the story change on page 43? How does the author achieve this? How did you feel reading this page? 7. What does ‘flickered like a hologram’ mean? What does the verb ‘flickered’ make you think of? (page 46) 8. What is a ‘conspiratorial whisper’? Can you read some of Lil’s words in a conspiratorial whisper? (page 51) 9. Write down any questions you have so far. Are there any clues in these chapters that might help you answer your questions? 10. What are your first impressions of Lil? Do you like her? Can you describe her in three words? 	<p>Study the map at the beginning of the book and use it to make predictions. What sort of place do you think Rorschach Asylum will be? Who might live along Paradise Street? What do you notice about the houses along Angel Lane?</p> <p>Use a Venn diagram to compare and contrast Lil and Nedly. How are they similar? How are they different? What about their experiences and relationships? Now, write a few paragraphs explaining your ideas.</p> <p>Write a newspaper article about Nedly’s disappearance. When did it happen? Was there anything odd about it? Where were any witnesses you could interview? Remember to include a headline, formal language, a photograph and paragraphs.</p> <p>Freeze-frame key moments in these chapters, thinking about the characters’ facial expression and body language. You may wish to include: <i>Lil meeting Nedly at the bus station, Nedly asking for Lil’s help with the Missing Persons Case, breakfast the next day.</i></p>



WEEK 2 (CHAPTERS 6–10): THE SCOURGE OF THE UNDERWORLD

SUGGESTED OBJECTIVES

Reading: Comprehension

- Define vocabulary, thinking carefully about its meaning and impact.
- Retrieve information to sequence events and plot a map.

History: Ancient Greeks

- Research the ancient Greek beliefs about the Underworld.

Design Technology & Art

- Explore the work of Edward Hopper and use this to create artwork that recreates a scene from the story.

Poetry

- Perform a poem, thinking about volume, pace and expression.
- Write a poem based on a character's experiences.

COMPREHENSION QUESTIONS

1. Write a definition of the following words from Chapter 6: *commotion*, *grimace*, *inanimate*, *extortionist*.
2. Is there anything the author isn't telling us on pages 75 and 76? Why might this be?
3. How is the word 'derelict' similar to the word 'old'? How is it different? (page 81)
4. How does the author create a sense of tension and excitement on pages 87 and 88? Is it successful?
5. Find and copy a word on page 100 that means 'sincerely' or 'intensely'.
6. How does Lil persuade Mandrel to become involved again with the case? Which words and phrases does she use that are particularly successful?
7. What evidence is there on page 112 that Mandrel might be trying to bury his feelings about the past?
8. Define 'crestfallen'. Why might Mandrel look crestfallen? Does this word give you any clues about his relationship with Naomi? (page 122)
9. What might a look of 'irritation traced with nostalgia' be? What is Mandrel irritated about? Why might he be feeling nostalgic? (page 129)
10. Does Nedly remind you of any other characters in a children's story? Why? Would you describe him as a good detective?

EXTRA ACTIVITIES

Detective Mandrel is nicknamed 'The Scourge of the Underworld'. Work in groups to research ancient Greek beliefs about the Underworld. Think about how you will present your findings to the class now. You could create an engaging fact-file, a large poster, a PowerPoint presentation or a series of freeze-frames.

Look at *Nighthawks* (1942) by Edward Hopper. What techniques does he use to capture the atmosphere and feeling of the setting? Using a similar style, bold colours and a range of materials, create a piece of artwork in a similar style to paint the scene in the Nite Jar Caf.

Read the poem 'Childhood Tracks' by James Berry. Work in small groups to perform the poem, thinking about your expression, volume and pace. Now, imagine you are Nedly and write a poem in the same style, talking about all the things you miss or what your childhood is like now as a ghost.



WEEK 3 (CHAPTERS 11–14): THE FIREBUG STRIKES AGAIN!

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information from a text. - Identify evidence from the text to support theories and opinions. - Use clues from the text to make predictions. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does and what they might be feeling. <p>Science</p> <ul style="list-style-type: none"> - Classify conductors and insulators. - Set up simple practical enquiries, comparative and fair tests. - Observe chemical changes involving heat and discuss how this can be utilised. 	<ol style="list-style-type: none"> 1. Why does Mandrel need to get his car? (page 134) 2. Read to the bottom of page 143. Predict how the dog will react and what might happen next. 3. Explain what 'cobweb of brown woollen threads' means. What image does this create for you? How is the case like a cobweb? (page 156) 4. Use the information on page 156 to draw and label a picture of Ramon LeTeef. Why might this be a good name for the villain? What role will he play in the story? 5. Read page 165. The smell of burning has been mentioned elsewhere in the story? Where and when? Do you have any predictions about what is going on? 6. How many questions can you think of with 'City Hall' as the answer? 7. Who do you think is causing the doors to close? Why? (page 177) 8. Read pages 190 and 191 and predict how Dr Hans Carvel is involved in the mystery. 9. The author says 'the streets had fallen silent'. What literary device is this? Why has it been employed? (page 196) 10. Naomi is involved in the crimes. Do you agree with this statement? Why? Why not? 	<p>What might Lil and Mandrel be thinking and feeling during the events in Chapter 11? Choose one of the characters and write an inner monologue to show their thoughts and feelings. Now, act out the scene in pairs, taking time to pause and share your inner monologue. Is there a difference between what your character is saying and feeling?</p> <p>Nedly seems to be able to control electricity! In small groups, design an experiment to answer the question 'Which materials conduct electricity?'. Make a prediction, set up a fair test, draw and label a diagram of your experiment and record your results.</p> <p>Create your own disappearing ink to write secret messages! Mix water with lemon juice and use a cotton swab or toothpick to write an invisible message from Nedly to Lil. Hold the paper over a safe heat source to reveal your message!</p>



WEEK 4 (CHAPTERS 15–18): WHO IS NEXT ON THE LIST?

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>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.</p> <p>Creative Writing - Write a descriptive passage using similes, metaphors and powerful vocabulary to personify the local area.</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Why does Lil untuck her hair and smooth it over her ears? How is she feeling? (page 200) 2. Read page 213. Why do you think Nedly shudders violently? What does this imply about his feelings towards Babyface? 3. How does the illustration on page 214 help us understand what the orphanage is like? Does it look like an inviting place? Why do you think the children look so small compared to the building? 4. Describe Babyface in three words. Now try and summarise his feelings about Nedly in one word. 5. How does Nedly show bravery in Chapter 17? 6. Why is 'saw' written in italics on page 240? How should this be read? How is Lil feeling? 7. What important piece of information do we learn at the end of Chapter 17? How did you feel when you read the final sentence of the chapter? 8. Naomi narrows her eyes 'into slices' on page 244. What does this mean? 9. What do you think Naomi is about to say to Abe on page 253? Why does the author use an ellipsis here? 10. How do you think Abe will react to being told about Nedly? Do you think this is a wise decision? (page 256) 	<p>Create an Emotions Graph to show Lil's changing thoughts and feelings during these chapters. You may wish to refer to: <i>the fight between Weasel and Abe, meeting Babyface, the fire, waiting for Abe in the hospital.</i></p> <p>Look at Chapter 15, when Lil is told to go home. As a class, create a Conscience Alley. One side of the class should be voices persuading Lil to continue her investigation. The other side of the class should persuade Lil to go home. Take it in turns to play Lil walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.</p> <p>The author personifies the sprawling, atmospheric city throughout and it seems to come alive, almost like a character in the book. Write a descriptive passage in which you use similes and metaphors to bring your local area to life.</p>



WEEK 5 (CHAPTERS 19–22): MEN HAVE CALLED ME MAD

SUGGESTED OBJECTIVES

Reading: Comprehension

- Define vocabulary, thinking carefully about its meaning and impact.
- Explore persuasive vocabulary and role-play to understand the relationship between characters.

Music

- Use your voice and instruments with expression to create a soundscape based on a storm.

Design Technology & Art

- Mix paints and create new colours.
- Retrieve information from the story and use it to design and make a 3D recreation of the city.

COMPREHENSION QUESTIONS

1. Write definitions for the following words from Chapter 19: *suspicious, confined, perpetrator*. Do they sound like any other words you know?
 2. Imagine you are Lil. What could you say to Abe to convince him that Nedly is real? Role-play your ideas with a partner, thinking about different persuasive vocabulary.
 3. How does the author use the weather to create atmosphere and tension on pages 276 and 277? Which words and phrases are effective?
 4. Which paragraph in Chapter 20 do you think best conveys a spooky, frightening feeling? Why?
 5. What does 'alleged' suggest about Abe's feelings towards Nedly? (page 293)
 6. Use the description on page 298 to draw and label a picture of Wool.
 7. What do we learn about Cornelius in Chapter 21? Why might this be important?
 8. What can you infer about Cornelius's personality from Chapter 22? What makes you think this?
 9. Read page 309. Where do you think LeTeef is? Why?
 10. Match the words on the left from Chapter 22 to their synonyms on the right:
- | | |
|-----------|-----------|
| perished | brutally |
| viciously | treachery |
| betrayal | died |

EXTRA ACTIVITIES

In Chapter 20, the author describes the storm. Work in small groups to create a soundscape, using your voice and body percussion to recreate the stormy sounds described in the book, including the wires crackling with electricity and the howling wind.

Colour is important throughout the story and helps to create atmosphere. For example, the city's skyline is described as changing from 'sardine-grey' to 'oyster-white'. Spend some time mixing paints and create colours you might see in the city. Label each of your colours with an original name, e.g. rust-brown, moonlight-blue.

Use a shoebox to create a 3D diorama of Peligan City, including some of the shops, buildings and places mentioned. Think about how to join your materials and how to recreate the atmosphere and setting described in the story.



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. - Create character profiles, exploring how the characters have developed. - Retrieve and summarise information from a passage and use it to inform writing. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Use body language and facial expressions to convey a character's feelings. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Create a classified file, including a range of text types and genres. - Write succinctly for a clear purpose and audience. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 23 in six sentences. Now try and summarise them in three sentences, then one. 2. Is there anything funny on page 316 that made you laugh? Why might the author have included it at this point in the story? 3. Read page 329. Do you think that is the end of Leonard Owl? What do you think has happened to him? 4. Compare Lil's reaction and Abe's reaction to the news that LeTeef is actually the mayor. How are they similar? How are they different? (page 336) 5. How does the author use sound in Chapter 25 to create tension and surprise the reader? 6. How is Nedly like 'a twig resisting a gale-force wind'? What images does this create in your mind? What does it imply about Nedly and Mr Grip? (page 351) 7. Why won't LeTeef be safer in jail? (page 357) 8. Nedly is not a hero. Do you agree with this statement? Why? Why not? 9. How has Abe changed and developed throughout the story? Use evidence from the text to support your ideas. 10. Which of these do you think is the most important theme in the story? Think of examples in the story where each of these themes is pivotal: <i>family, betrayal, bravery, trust, disguise.</i> 	<p>In groups, recreate the events from Chapter 25. One of you should play Lil, one should play Nedly, one Abe, one LeTeef, and one of you should play Mr Grip. Perform the scene five times; each time considering another character's perspective, body language, voice and facial expression.</p> <p>Create character profiles for the following characters, including information about their personality, relationships with other characters, motivations and how they develop as the story progresses: <i>Lil, Nedly, Abe, LeTeef, Naomi, Gallows, Leonard Owl.</i></p> <p>Create a classified file with a new mission and mystery for Potkin and Stubbs to solve. In your file think about what information you will give them. You could include newspaper clippings, photographs, diary entries and a short report setting out the mission.</p>

