

## SCHEME OF WORK

### PERFECT FOR:

Students aged 8+; a school-based adventure full of mad-cap danger and fun; Norse runes, gods and goddesses; historical research; drama and role-play; diary writing; joining the god of mischief and trickery for mayhem, thrills and rib-tickling adventure!

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry; Creative Writing; Writing to Entertain and Inform  
Drama, Speaking and Listening

History

Maths

Geography

Illustrations © 2022 Louie Stowell. Published by Walker Books. Used with permission.

# WEEK 1 (PAGES 1–77): ODIN'S PUNISHMENT

## SUGGESTED OBJECTIVES

### Reading: Comprehension

- Predict what might happen from details stated and implied.
- Draw inferences, such as inferring characters' feelings.
- Identify how language and structure contribute to meaning.

### Drama, Speaking and Listening

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

### Geography

- Create a 'Map of the Worlds' and explore co-ordinates, grid references and compass directions.

### History: Vikings / Norsemen

- Research and discover how Vikings / Norsemen communicated using runes.

## COMPREHENSION QUESTIONS

1. Before beginning, discuss what you already know about diaries. What sort of features might they include? What might the god of mischief and trickery include in his diary?
2. Why do you think Loki has been banished? (page 17)
3. Loki describes himself as 'beautiful' and his powers as 'divine'. What impression do these words give of him? (page 18)
4. Why do you think the children have stopped to look at Thor? How does Loki feel about this? (page 33)
5. We learn on page 41 that Jormungand is Loki's son. What can you find out about this myth? Perhaps you could research some other myths involving Loki!
6. Heimdall and Hyrrokkin get jobs in the mortal world. Think of some other Norse gods and goddesses and consider what job they might do if they are banished to Earth. (page 45)
7. Read up to page 67. What do you think Valerie is doing? Do you trust her? What role do you predict she might play in the story?
8. Use a Venn diagram to compare and contrast Thor and Loki. How are they similar? How are they different?
9. Do you have a favourite illustration in the book so far? How do you think the illustrations develop the story and help further our understanding of Loki's personality?
10. What are your first impressions of Loki? Do you like him? Does he remind you of any other story characters?

## EXTRA ACTIVITIES

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

Spend some time exploring the 'Map of the Worlds' at the beginning of the story. Can you create your own artists' impression of the Norse world, including Asgard, Midgard and the Rainbow Bridge? You could use your map to explore co-ordinates and compass directions or you may wish to create a 3D model of the 'Map of the Worlds'.

Look at the front cover – what are the strange signs and symbols written around the title? Can you try and write your name in Norse runes? Now, in pairs imagine you are Loki and Thor and send some secret messages to each other, written in Norse runes, about your time on Earth.

# WEEK 2 (PAGES 78–157): A WICKED PROPOSAL

## SUGGESTED OBJECTIVES

### Reading: Comprehension

- Use dictionaries to check the meaning of words and understand words in context.
- Retrieve and record information.
- Explain your ideas and opinions.

### History: Vikings / Norsemen

- Use research methods to extend historical learning.
- Carry out research into the Norse gods.

### Poetry

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

### Writing to Persuade

- Plan and write a persuasive brochure.

## COMPREHENSION QUESTIONS

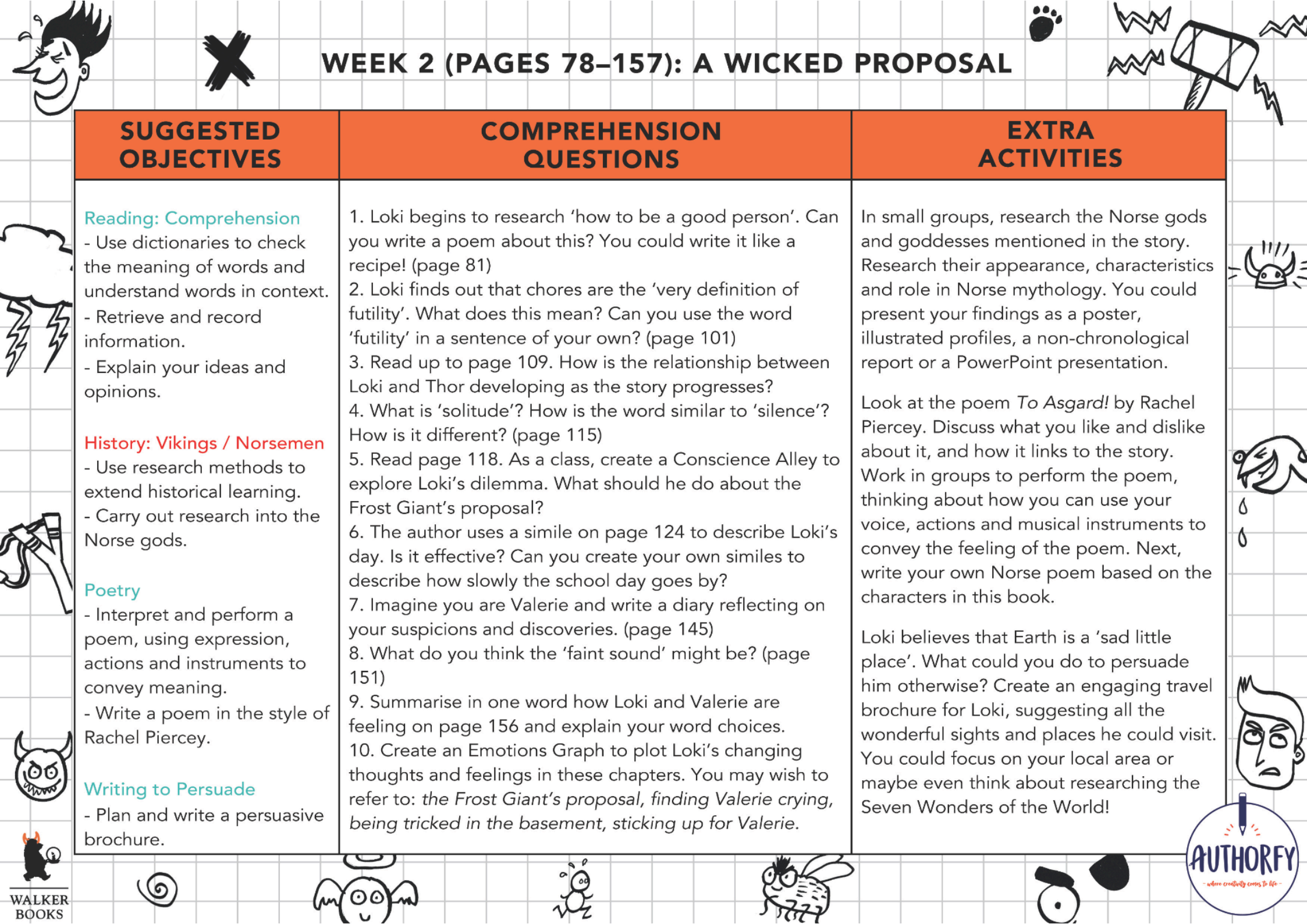
1. Loki begins to research 'how to be a good person'. Can you write a poem about this? You could write it like a recipe! (page 81)
2. Loki finds out that chores are the 'very definition of futility'. What does this mean? Can you use the word 'futility' in a sentence of your own? (page 101)
3. Read up to page 109. How is the relationship between Loki and Thor developing as the story progresses?
4. What is 'solitude'? How is the word similar to 'silence'? How is it different? (page 115)
5. Read page 118. As a class, create a Conscience Alley to explore Loki's dilemma. What should he do about the Frost Giant's proposal?
6. The author uses a simile on page 124 to describe Loki's day. Is it effective? Can you create your own similes to describe how slowly the school day goes by?
7. Imagine you are Valerie and write a diary reflecting on your suspicions and discoveries. (page 145)
8. What do you think the 'faint sound' might be? (page 151)
9. Summarise in one word how Loki and Valerie are feeling on page 156 and explain your word choices.
10. Create an Emotions Graph to plot Loki's changing thoughts and feelings in these chapters. You may wish to refer to: *the Frost Giant's proposal, finding Valerie crying, being tricked in the basement, sticking up for Valerie.*

## EXTRA ACTIVITIES

In small groups, research the Norse gods and goddesses mentioned in the story. Research their appearance, characteristics and role in Norse mythology. You could present your findings as a poster, illustrated profiles, a non-chronological report or a PowerPoint presentation.

Look at the poem *To Asgard!* by Rachel Piercey. Discuss what you like and dislike about it, 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. Next, write your own Norse poem based on the characters in this book.

Loki believes that Earth is a 'sad little place'. What could you do to persuade him otherwise? Create an engaging travel brochure for Loki, suggesting all the wonderful sights and places he could visit. You could focus on your local area or maybe even think about researching the Seven Wonders of the World!





# WEEK 3 (PAGES 158–234): YOURS IS A KIND PLANET



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>- Retrieve and summarise information from a passage and use it to inform writing.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Plan and write a diary based on this story, using the style and language features used by the author.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Create a set of worded number problems and recognise numbers below zero.</li> </ul> <p><b>Writing to Entertain</b></p> <ul style="list-style-type: none"> <li>- Write a glossary to describe 21<sup>st</sup> Century life.</li> </ul>	<ol style="list-style-type: none"> <li>1. Summarise the events in Chapter 22 in six sentences. Now, try to do it in three. What about one sentence?</li> <li>2. Why do you think the thought bubbles on page 169 are in different colours? What might this suggest?</li> <li>3. Has your opinion of Hyrrokkin changed over the course of the story? Can you describe her in three words? (page 180)</li> <li>4. What might Loki and Valerie be thinking on page 202? 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?</li> <li>5. Predict what might happen on Loki's last day. (page 210)</li> <li>6. Is it ever right to 'break the rules' even if its for the 'right reason'? (page 230)</li> <li>7. Describe the following characters in one word and explain your word choice: <i>Loki, Thor, Valerie, Heimdall, Hyrrokkin, Odin.</i></li> <li>8. Do you think the character of Loki will appeal to readers? Why? Why not? Use examples from the story to support your ideas.</li> <li>9. The main theme in this story is 'friendship'. Do you agree? Why? Why not? What other themes are important?</li> <li>10. What do you think Loki learns about himself, his friends and his family over the course of the story? How has he changed and grown?</li> </ol>	<p>Imagine a new Norse god or goddess has been sent to Earth. Draw a 'before and after' picture like the one on page 14.</p> <p>Next, using your research notes from Week 2, create your own diary for a new Norse god or goddess. What might happen to them on Earth? Think about how you can emulate this author's style and the engaging features you might include – thought bubbles, cartoons, graphs, a glossary.</p> <p>In pairs, create a set of worded mathematical problems for each other to solve, based around the Loki Virtual Score. For example: If the LVS is currently on -2500 and he loses another 60 points for insulting his teacher, what will the new score be?</p> <p>Create your own 'At-a glance guide to Mortal Life in the 21<sup>st</sup> Century' guide. What kind of things might Loki need to research and understand to live as an 11-year-old boy? Think about how you can make your definitions amusing.</p>

