



SCHEME OF WORK

PERFECT FOR:

Students aged 7+; a fun, engaging story full of adventure and double-crossing; diary writing; newspaper reports; poetry; artwork inspired by Monet and Warhol; Parisian architecture and model building; drama and role-play; joining a brave, young detective as she races across Paris to solve a thrilling mystery!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;
Poetry; Writing to Entertain and Inform
Drama, Speaking and Listening
Design Technology & Art
Modern Foreign Languages (MFL)



WEEK 1 (CHAPTERS 1–7): TROUBLE IN PARIS

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. - Identify how language and structure contribute to meaning. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Complete a Role on the Wall activity. <p>MFL</p> <ul style="list-style-type: none"> - Develop foreign language vocabulary and keep a glossary of French words. <p>Art</p> <ul style="list-style-type: none"> - Create a piece of artwork inspired by the Mona Lisa and Andy Warhol. 	<ol style="list-style-type: none"> 1. Before beginning, discuss and explore what you already know about Paris. Has anyone visited before? 2. What does the phrase 'a little too brightly' suggest about how Mum is feeling? (page 12) 3. Read to the end of Chapter 2. How do you feel about Miss Browne? Do you trust her? Predict what role she might play in the story. 4. Read Chapter 5 and imagine you are Libby in the Louvre. Make a list of everything you can see, smell, taste, touch and hear. 5. Look at page 62. What might the light coming from Libby's room be? Are there any other clues on this page about what's happening? 6. Read to the end of Chapter 6. Imagine you are Libby and write a list of questions you have about the mystery so far. 7. Why do you think a smile flashes across Miss Browne's face? What might she be thinking and feeling? (page 82) 8. Use a Venn diagram to compare Libby and Connie. How are they similar and different? Use the information from the story so far and your own ideas, too. 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 Libby's personality? 10. What are your first impressions of Libby? 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 Libby. On the inside of your drawing, write everything you learn about her in these chapters. On the outside, record any questions you might ask her. In a different colour, imagine you are Libby and write her answers.</p> <p>A variety of French words and phrases are introduced when Libby arrives in Paris. Create your own illustrated French Phrasebook, using inference and context to create a translation of the French language you read. You could even group the words and phrases into categories, such as 'Travel', 'People' and 'Food'.</p> <p>Libby and her class visit the <i>Mona Lisa</i>. What can you find out about this famous painting? Have a go at sketching it and reproducing the painting in a variety of ways with different materials. You may be inspired by the work of Andy Warhol and want to create a piece of Pop Art using print techniques and bright colours!</p>



WEEK 2 (CHAPTERS 8–14): SECRETS AND LIES

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. - Retrieve and record information. - Explain your ideas and opinions. <p>MFL</p> <ul style="list-style-type: none"> - Create a menu for a French-themed café. - Role-play using French words and phrases. <p>Design Technology</p> <ul style="list-style-type: none"> - Apply your understanding of how to strengthen, stiffen and reinforce structures. <p>Art</p> <ul style="list-style-type: none"> - Explore the life and work of Claude Monet. - Create a piece of artwork in the style of Monet. 	<ol style="list-style-type: none"> 1. On page 85, Libby says something ‘begrudgingly’. What does this mean? What might she be feeling? 2. Read Chapter 9. How does the author create a sense of tension and excitement? 3. Read up to page 103. How is the relationship between Libby and Connie developing and growing as the story progresses? 4. Why do you think Connie doesn’t want anyone to know about her status as a Lady? (page 110) 5. On page 113, Libby and Connie read a newspaper report about the theft and arrest. Can you write a newspaper report summarising what’s happened? 6. Read page 124. As a class, create a Conscience Alley to explore Libby’s dilemma. What should she do about Miss Browne? 7. What does the word ‘immaculate’ mean? How is it similar to the word ‘tidy’? How is it different? (page 127) 8. Imagine you are Libby and write a diary reflecting on your suspicions and discoveries. (page 133) 9. Summarise in one word how Libby is feeling on page 149 and explain your word choice. 10. Create an Emotions Graph to plot Libby’s changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>the arrest of Miss Mousedale, the events in the library, finding the brooch, etc.</i> 	<p>Libby thinks the food in Paris is the best she’s had anywhere! Create your own colourful French-themed menu for a café. What sorts of traditional French food might you have in your cafe? Rehearse ordering something off your menu using the phrase ‘Je voudrais...’.</p> <p>In Chapter 10, the children go to the library to research their favourite Parisian landmark. Research your favourite landmark in Paris and create a model of it, using a range of materials. Think carefully about how you can join your materials and create a stable, solid structure.</p> <p>Explore some of Monet’s famous paintings of Paris including <i>Quai du Louvre</i>, <i>The Rue Montorgueil in Paris</i> and <i>The Gare Saint-Lazare</i>. Discuss what techniques Monet used when painting. Gather some photographs of Paris, including the landscape and buildings. Now create your own Parisian themed painting in the style of Claude Monet.</p>



WEEK 3 (CHAPTERS 15–21): THE TRUTH AT LAST

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. - Retrieve and summarise information from a passage and use it to inform writing. <p>Poetry</p> <ul style="list-style-type: none"> - Interpret and perform a poem, using expression and actions to convey meaning. - Write a poem in the style of Steven Camden. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Write succinctly for a specific audience / purpose. <p>Creative Writing</p> <ul style="list-style-type: none"> - Write a sequel based on the story, using the style and language features used by the author. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 15 in six sentences. Now try to do it in three. What about one sentence? 2. What might Libby and Connie be thinking on page 152? Choose one character 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? 3. Read page 165. What can you infer about Libby's dad? 4. Read up to page 173. Has your opinion of Connie changed over the course of the story? 5. Read up to page 183. Predict what might happen next. 6. In groups of four, role-play the scene where Libby and Connie are told off by Miss Mousedale and the Inspector. (page 192) 7. Describe the following characters in one word and explain your word choice: <i>Libby, Connie, Miss Browne, Miss Mousedale, Noah, Sebastian, Jocelyn Whittle.</i> 8. Do you think the character of Libby will appeal to readers? Why? Why not? Use examples from the story. 9. The main theme in this story is 'secrecy'. Do you agree? Why? Why not? What other themes are important? 10. What do you think Libby learns about herself, her friends and her family over the course of the story? How has she changed and grown? 	<p>Look at the poem <i>Double Agent</i> by Steven Camden. 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 and actions to convey the feeling of the poem. Next, write your own poem based on <i>Double Agent</i>!</p> <p>Create a top-secret file describing and summarising the events surrounding the missing jewellery. Think about what documents and artifacts you could include in your file e.g. diaries, photographs, maps, letters, newspaper articles. Include a short report to summarise the mystery and Libby's discoveries.</p> <p>Write a new mystery-themed sequel for Libby. Where might the Travelling School go next? Research a new country so you can describe your setting. Then plan your story, using a storyboard, making sure you have a beginning, middle and end. Now, write your exciting story, trying to emulate the author's style of writing.</p>

