



SCHEME OF WORK

PERFECT FOR: Ages 10+; a fast-paced adventure story full of magic, witches, greed and war; creating imaginary maps; writing spells and poetry; comparing and contrasting creation stories; exploring Ancient Greek artwork and urns; drama and roleplay; performing bewitching soundscapes; and some terrifically original villains.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading comprehension; Creative Writing;
Writing in Role, Writing to Entertain and Inform
Drama, Speaking and Listening

Science

Geography

Music

Religious Education

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WEEK 1 (PAGES 1–57) TEA LEAVES AND TROUBLE

SUGGESTED OBJECTIVES

Reading: Comprehension

- Analyse an author's style of writing and identify different techniques and vocabulary used.

Drama, Speaking and Listening

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

Writing in Role

- Empathise with characters by writing an inner monologue.

- Explore the difference between what a character says and does.

Religious Education

- Compare creation stories from a range of religions and cultures.

COMPREHENSION QUESTIONS

1. Look at the first sentence from Chapter 1. How can someone be made of midnight? What might they look like? What sort of person might they be?
2. What impression are you given of the slums in Chapter 1? Use evidence from the text to explain your ideas.
3. Read to the bottom of page 10. What do you think 'toshing' is? What clues are there to help you?
4. Why do you think the author compares Cotton and his pals to 'a pack of wolves'? How might they be moving? What image does this simile create in your mind? (page 13)
5. Read page 19. Which of Mrs Hester's features do you think is the most frightening and repulsive? Does she remind you of any other characters from stories? Why?
6. The Kingdom's treatment of the White Witches is cruel and unfair. Do you agree? Why? Why not? (page 34)
7. Read up to page 37. What can you infer about the relationship between Lara and Joe? Give evidence from the story to support your ideas.
8. Which words and phrases make the Aurelian Opera House seem opulent and lavish? (page 44)
9. How does the author create a sense of tension and excitement on pages 50 and 51? How did you feel reading this passage? Does it make you want to read on? Why?
10. How is the story similar to a fairy tale so far? How is it different? Use a Venn diagram to compare and contrast.

EXTRA ACTIVITIES

Complete a Role on the Wall activity. Draw an outline of Lara. 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.

What might the King and Mrs Hester be thinking on pages 26 and 27? 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?

How is the description on pages 29 and 30 similar to a creation story? How is it different? Compare the creation of the Silver Kingdom with creation stories from other religions and cultures. Use a table to evaluate and explore the similarities and differences.

WEEK 2 (PAGES 58–111): THE EVERNIGHT AWAKENS

SUGGESTED OBJECTIVES

Reading: Comprehension

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

Writing to Entertain

- Use inverted commas to punctuate speech accurately.

Music

- Use your voice and instruments with control and expression to create a magical, enchanting soundscape.

Writing to Inform

- Write a newspaper report, thinking carefully about the layout and features for this type of writing.

COMPREHENSION QUESTIONS

1. Write a definition of the following words from Chapter 9: *ferocity*, *impulsive*, *crystalline*.
2. What do you notice about the way the woman speaks on page 62? Who do you think she might be?
3. Imagine you are Lara and you've found yourself at the docks. Make a list of everything you can see, smell, hear, taste and touch. (page 64)
4. On page 81, the author writes, 'Through the factory gates the White Witches marched.' What effect does the verb 'marched' have? How might the meaning of this sentence change if 'walked', 'stomped' or 'trudged' were used instead?
5. Read the chapter called 'The Soul Cage'. Choose two or three sentences spoken by Mrs Hester and read them out loud. How can you show her character and feelings through your expression?
6. How many questions can you think of that have 'fire dragon' as the answer? (pages 98 and 99)
7. How does Mrs Hester feel about the king? Does she respect him? How do you know? (page 101)
8. What does 'cocooned' suggest about the swirl of darkness? Do you think it's an odd choice of word to describe darkness? (page 103)
9. Use the information on page 11 to draw a picture of the Evernight and the Painted Men. Which words and phrases help you visualise them?
10. Who do you think is more frightening and dangerous? Mrs Hester or Shadow Jack? Why?

EXTRA ACTIVITIES

In the story, the books tremble and whisper to Lara. Think about the different genres of books you might find in a library or bookshop and write down what they might whisper to you. Remember to punctuate your dialogue accurately, using inverted commas.

Look at pages 64 and 65, where the author describes the docks. Spend some time reading 'Cargoes' by John Masefield. As a group, consider what you like and dislike about the poem, what you find puzzling and any connections it may have with this story. You may wish to work together to perform the poem to an audience.

On page 69, Lara is bewitched by the sound of the hag spells. As a group, create a magical soundscape using your voices and body percussion to show the 'swirling and winking' sounds of the spells. You could even use some tuned and untuned instruments, too.

Write a newspaper report describing the murders carried out by the Sewer Stranger. Remember to include a headline, a photograph and witness statements.

WEEK 3 (PAGES 112–168): THE CLOCKWORK BIRD

SUGGESTED OBJECTIVES

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.

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.

Geography

- Create a map, with a key and symbols, to show the main places and landmarks mentioned in the story.

COMPREHENSION QUESTIONS

1. How is the beginning of 'Into the Sewers' similar to the other chapters? Why do you think this might be? (page 112)
2. What do you think the author means by 'the splendid gloom' of the sewers? How is Lara feeling? (page 114)
3. Describe Old Hans in three words and share your ideas with a partner. What's the most important piece of information you learn about him? (page 134)
4. How can a mood be black? What does this mean? Why is Lara feeling like this? What colour might happiness, jealousy, and fear be? (page 135)
5. Use the information on page 137 to draw and label a picture of the clockwork bird.
6. Look at the chapter title on page 142. What does it mean if you 'knife someone in the back'? What does it mean if you're 'knifed in the back'? Use this to predict what might happen.
7. What effect did the sounds 'Tap. Clack. Rattle-rattle!' have on you as you read? Why do you think they are set out like this? (page 154)
8. How does the word 'hag' influence the crowd? Why do the crowd behave like this? What do you think the author might be trying to say about how groups of people behave towards the unknown? (page 157)
9. Re-write 'The Weeping Isles Fall' from Agata's point of view, thinking carefully about her thoughts and feelings. (pages 165-168)
10. What makes the Painted Men so frightening? (page 168)

EXTRA ACTIVITIES

Create an Emotions Graph to plot Lara's changing thoughts and feelings throughout these chapters. You may wish to refer to: *climbing down into the sewers, finding Joe unconscious, finding the clockwork bird, escaping from Old Hal.*

Look at pages 136 and 137 - what should Lara do? As a class, create a Conscience Alley. One side of the class should be voices persuading Lara to take the strange box. The other side of the class should persuade Lara to leave it. Take it in turns to play Lara walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.

Use the information so far to create a map of the Silver Kingdom. Make sure you include the city of King's Haven, Reaper's Square, the White Witches' factory, the palace, the sewers, the Weeping isles, the Border Sea, and Westerly Witch. Think about how you can show each location and landmark on your map by using a key.

WEEK 4 (PAGES 169–228): A JOURNEY BEGINS

SUGGESTED OBJECTIVES

Reading: Comprehension

- Retrieve information from a text.
- Identify evidence from the text to support theories and opinions.
- Use clues to make predictions.

Design Technology & Art

- Create a class display, using mixed media, to celebrate the magic of books.

Science

- Plan and write a report to explain how an imaginary animal has adapted to its environment.

Poetry

- Write a list poem, using figurative language and symbolism, to describe light.

COMPREHENSION QUESTIONS

1. What is the difference between a Hag, a White Witch, a Witch and a fairy godmother? How are they similar? (page 170)
2. Lara says she will only help the Witches if Joe can come with them. True or false? (page 179)
3. Explain why Joe refuses to go with Lara, using evidence from the story. (page 182)
4. How are Lara and Double Eight similar? How are they different? Use a Venn diagram to compare and contrast them. (page 189)
5. Who were the first Painted? (page 192)
6. What important pieces of information do we learn about the Crippleback Street explosion on page 193?
7. What do you notice about the names of the characters on page 196? Why might this be? Predict what role Leora Twigg will play in the rest of the story.
8. Why do you think Lara and Bernie are moved to tears on page 206? Predict what will happen to the Witch council.
9. Why does Lara call the clockwork bird 'Moonwing'? What would you call the clockwork bird and why? (page 208)
10. Is the theme of 'sacrifice' important in the chapter 'Fireworks'? Why? Why not?

EXTRA ACTIVITIES

Bernie talks to Lara about how a 'good story burrows its way inside you'. Create a colourful class display with the title 'Books Are Magic'. You could draw pictures of your favourite books, write poems, create your own artwork and even write your own stories for the display.

Create a non-chronological report about the sea wolves mentioned on page 187. Include imaginary information about their appearance, how they have adapted to their environment, what they eat and why they might be dangerous.

On page 201, Lara creates a spell to produce light. Think about the questions Bernie asks Lara: What does light mean to you? How does it make you feel? What's the first thing you think of? Use these questions to create a list poem, describing light. You could start like this:
Light is sunshine warmth.
Light makes me feel safe.
Light is my family and friends...

WEEK 5 (PAGES 229–277): MESSAGE IN A BOTTLE

SUGGESTED OBJECTIVES

Reading: Comprehension

- Explore vocabulary and carry out role-play to understand the relationship between characters.

Drama, Speaking and Listening

- Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play.

Poetry

- Write and perform a poem, using expression, actions and musical instruments to convey meaning.

Design Technology & Art

- Design a Greek urn, depicting the origins of a character in the story.

COMPREHENSION QUESTIONS

1. Role-play the scene between Old Hans and Joe from pages 232 to 235, thinking about their body language.
2. Find and copy a word that means 'flew down'. (page 243)
3. How is the word 'clench' similar to the word 'close'? How is it different? How is Joe feeling at this point in the story? How do you know? (page 251)
4. On page 258, the author writes, 'The locket vibrated and hummed.' How would the meaning of this change if the verbs were changed to 'the locket shook and rumbled.'? What do these verbs suggest?
5. If you were invisible for a day, what would you do and why? (page 259)
6. Joe is brave, but also foolish. Do you agree? Why? Why not? Use evidence from the story. (page 264)
7. The High Witch tells Lara that hate will 'only make you empty'. What does this mean to you? (page 269)
8. Read page 272. Where do you think Joe will go now? What will he do with the urn?
9. Do you think Bernie Whitecrow will be a successful High Witch? What attributes might a High Witch need? (page 275)
10. What do you think a wandsmith does? Does this job title sound like any other words or professions you know? (page 277)

EXTRA ACTIVITIES

In a group of four, re-create the events from 'Nel Pepper'. One of you should play Lara, one should play Bernie, one Double Eight, and one of you should play Nel. Perform the scene four times; each time considering another character's perspective. Think about how you will change your body language, voice and facial expression each time.

Use Ian McMillan's poem, 'Ten Things Found in a Wizard's Pocket', to write your own list poem entitled, 'Ten Things Found in a Witch's Pocket'. Rehearse your poem in groups or own your own and perform it with expression, actions and musical instruments.

On page 266, we discover that Lara's mum has left a message in a magic bottle for her. Write your own message in a bottle to someone special – perhaps explaining why they're important to you and describing your memories of them.

Look at some pictures of Greek urns and discuss the colours and styles used. Draw a picture of your own Greek urn, using it to show Shadow Jack's origins.

WEEK 6 (PAGES 278–342): ONWARD

SUGGESTED OBJECTIVES

Reading:

Comprehension

- Identify and discuss the main themes in the story.
- Create character profiles, exploring how the characters have developed.
- Retrieve and summarise information.

Design Technology & Art

- Research animal symbolism in art.
- Sketch and design a magic wand.

Creative Writing

- Write a sequel based on the story, using the style and language features employed by the author.

COMPREHENSION QUESTIONS

1. Summarise the events in 'Jack's Back' in six sentences. Now try and summarise them in three sentences, then one.
2. Read to the end of page 284. Predict what will happen when Joe opens the urn.
3. How is the character of Joe growing and developing as the story progresses? How has he changed? (page 291)
4. Use the information on page 295 to draw and label a picture of Lara's wand.
5. Bernie says that Lara is both 'brave' and 'resourceful'. Find evidence from the story so far to support both these descriptions of Lara. (page 298)
6. What type of creature is Griff? How do you know? (page 301)
7. Read to the end of page 326. Do you feel sorry for Shadow Jack? Why? Why not?
8. The chapters towards the end of the book are much shorter. Why do you think this might be? What effect does it have? Do you like reading longer or shorter chapters? Why?
9. 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: *wild/tame, rich/poor, fear, sacrifice, magic, friendship, bravery, greed.*
10. Describe each of these characters in the story using one word only and explain your word choice: *Lara, Joe, Bernie, Double Eight, Shadow Jack, Mrs Hester, Old Hal, Granny.*

EXTRA ACTIVITIES

Research the symbolism linked to various animals. What qualities does a fox typically represent? What about a lion? Why might these have been chosen for Lara and Double Eight? Sketch a design for a magic wand made especially for you. What engravings and markings might be on it? What animal shape will the handle be? Why?

Create illustrated character profiles for the following characters, including information about their personality, relationships with other characters, motivations and how they develop as the story progresses: *Lara, Joe, Bernie, Double Eight, Shadow Jack, Mrs Hester, Old Hal, Granny.*

In small groups, discuss and predict what might happen next in a sequel to *Evernight*. Will Mrs Hester and the Evernight return? Will the inhabitants of the slum rise up and overthrow the king? Use a storyboard to plan your ideas and then write the opening to your sequel, thinking about how to emulate the author's writing style.