

SCHEME OF WORK

PERFECT FOR:

Students aged 10+; a thrilling adventure full of magic, hope, excitement and friendship; role-play and drama; newspapers and diaries; mythical creatures and science reports; poetry; unicorn art and much more.

Soar into a world of heroes and unicorns... as you've never seen them before!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Drama, Speaking and Listening

Design Technology & Art

Music

Science

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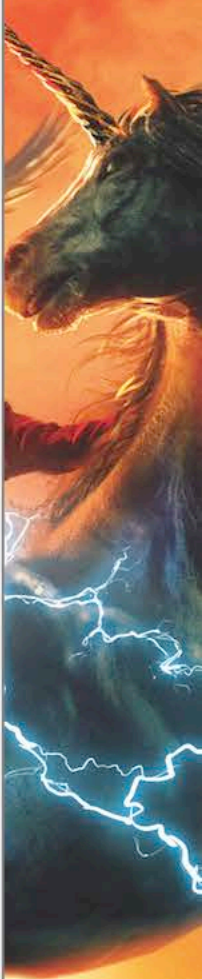
WEEK 1 (CHAPTERS 1–4): THE THIEF

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Analyse an author's style of writing and identify different techniques and vocabulary used. - Describe relationships between characters.</p> <p>Design Technology & Art - Plan, design and draw a map for a magical fantasy world and use this as inspiration for a story.</p> <p>Drama, Speaking and Listening - Understand a character by completing a Role on the Wall activity.</p> <p>Writing to Entertain and Inform - Design and create a series of Chaos Cards to include a range of unicorn-based facts and figures.</p>	<ol style="list-style-type: none"> 1. Create a word bank of ideas and themes linked to the word 'unicorn'. What are your initial thoughts about the word? 2. Read the Prologue. Is there anything that surprises you? What impression do you get of the unicorns? 3. Use the information on page 14 to draw and label a picture of the wild unicorn. 4. Read to the end of Chapter One. Can you talk about Skandar's relationship with his sister and dad? What impressions do you get of the family and how they treat each other? 5. Read up to page 26. Skandar has 'revision notes' for his exam. What might be on them? Perhaps you can have a go at writing your own notes about unicorns! 6. People had 'purged' their homes of unicorns. What does this mean? What does this suggest about how people felt about them? (page 27) 7. Read to the end of page 47. Do you trust the stranger? What impression do you get of her? 8. Read up to page 51, where Skandar meets Swan. Now read the poem 'A Small Dragon' by Brian Patten. Can you use this poem as a template to write your own unicorn themed poem? 9. Imagine you are Skandar in Chapter 4. Make a list of everything you can see, hear, taste, touch, and smell. 10. What are your first impressions of Skandar? Do you like him? Does he remind you of any other story book characters? 	<p>Spend some time exploring the map at the beginning of the story. Do you notice anything interesting or unusual? Share some predictions about the role each location might play in the story. You could even use this map as inspiration and create your own map for a fantasy world and write a story about it. You might wish to use tea-stained paper to give your map an ancient, magical feel!</p> <p>Complete a Role on the Wall activity. Draw an outline of Skandar. On the inside of your drawing, write down everything you learn about him in these chapters. On the outside, record any questions you might like to ask him.</p> <p>Design and create your own Chaos Cards to trade and play against each other. Your cards should include a picture of your own unicorn, its name and information (like its wingbeats per minute, speed, strength, allied element, and any other interesting facts you wish to include!). Compare your card with a partner or a small group, in the style of Top Trumps.</p>



WEEK 2 (CHAPTERS 5–8): SCOUNDREL’S LUCK

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Define vocabulary, thinking carefully about its meaning and impact.- Retrieve information. <p>Poetry</p> <ul style="list-style-type: none">- Interpret and perform a poem, using expression, actions and instruments to convey meaning.- Write a unicorn-themed poem in the style of Tony Mitton. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none">- Create a Conscience Alley to explore a character’s thoughts and feelings and what motivates them to make a difficult decision. <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.	<ol style="list-style-type: none">1. Write a dictionary definition of these words from Chapter 5: <i>eavesdropping, sauntered, sallow, patronising</i>. Use them in a sentence of your own.2. What impression do you get of Amber on page 70?3. Work in a group to turn Chapter 5 into a playscript and then act it out. Take it in turns to play the characters, thinking about their facial expressions and body language.4. The author compares the egg’s shell to ‘ice breaking over a frozen lake’. What image does this create in your mind? (page 78)5. On page 89, we learn the names of the children’s unicorns. What do you think your unicorn would be called and why?6. Read up to page 95. What do you think has caused the rotten smell? What might happen next?7. What does the word ‘disintegrated’ mean (page 96)? Why not ‘burned’ or ‘crumbled’ or ‘exploded’? What’s the effect of the word? What does the verb ‘whined’ suggest about Mitchell? What might he be thinking and feeling? (page 97)8. Read to the end of Chapter 7. Use a Venn Diagram to compare and contrast Flo and Mitchell. How are they similar and different?9. Use the information in Chapter 8 to draw and label a picture of the Eyrie.10. How is the relationship between Skandar and Bobby developing and changing as the story progresses?	<p>Look at the poem <i>Dreaming the Unicorn</i> by Tony Mitton. Discuss what you like and dislike about it, anything that puzzles you, 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. Perhaps you can write your own poem about a unicorn in a similar style!</p> <p>As a class, create a Conscience Alley exploring the children’s dilemma on page 90. Should they help Skandar or tell the sentinels about Scoundrel’s Luck? Take it in turns to walk through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.</p> <p>What might Mitchell and Flo be thinking on pages 88 to 91? 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?</p>



WEEK 3 (CHAPTERS 9–12): ISLAND SECRETS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - 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>Science</p> <ul style="list-style-type: none"> - Plan and write a non-chronological report about a mythical creature, referring to its adaptations and habitat. <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none"> - Plan and write a newspaper article, selecting the appropriate form and structure. 	<ol style="list-style-type: none"> 1. <i>Grief is a main theme in the story.</i> Do you agree? Can you find examples throughout the story where grief is a key theme? (page 118) 2. Imagine you are Aspen and try performing some of her rallying speech on page 119. How can you capture her emotions and personality in your voice and body language? 3. <i>Skandar is a bad friend.</i> Do you agree? Why? Why not? (page 128) 4. Imagine you are Skandar and write a letter back home summarising the events of Chapter 9. What might you tell Kenna? What might you hide from her? 5. Can you explain to your partner what an <i>elemental blast</i> is and why Skandar is so worried? (page 148) 6. Have a go at designing a front cover for one of the special books mentioned on page 154. Perhaps you could write a blurb for it, too! 7. Spend some time exploring Edvard Munch's 'The Scream'. Could you create a similar piece of artwork to show Skandar 'walking the swinging bridges of the Eyrie at night'? (page 168) 8. <i>Spirit Wielders should not be allowed unicorns.</i> Do you agree? Why? Why not? (page 175) 9. Amber lets out a 'high fake giggle' on page 184. What might she really be thinking and feeling? 10. Read to the end of Chapter 12. What are your first impressions of Joby? Can you describe him in three words? 	<p>Create an Emotions Graph to plot Skandar's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>listening to Aspen's speech, watching the riders walk the fault lines, forming a quartet, the first training day, talking to Flo, learning about the Fallen Twenty-Four...</i></p> <p>Write a non-chronological report detailing how to look after a unicorn. Remember to include things like diagrams, formal language, and sub-titles. You could include information about their habitat, diet, and adaptations, as well as tips and warnings for those who have been bonded with one. You could even include a food chain or food web, too.</p> <p>Imagine you are writing a newspaper article for the <i>Hatchery Herald</i>. It could be about Instructor Anderson's mutation or any other exciting event in the story so far. Remember to include a headline, photograph and caption, and a witness statement or interview. Think carefully about the layout of your article!</p>



WEEK 4 (CHAPTERS 13–16): STAMPEDES AND SKY BATTLES

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information. - Identify evidence from the text to support theories and opinions. - Use clues to make predictions. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Explore the work of Raphael and create a piece of art in a similar style. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play. <p>Music</p> <ul style="list-style-type: none"> - Use your voice and instruments with control and expression to create a magical soundscape. 	<ol style="list-style-type: none"> 1. Imagine you are Kenna on page 199. Write a list of questions you'd like to ask Skandar. 2. What might 'metal nest' suggest about the Eyrie? How do you think Jamie feels about it? (page 208) 3. Have a go at drawing Skandar's sketch on page 212. 4. Imagine you are Skandar and write down everything you can see, hear, taste, touch, and smell at the Fire Festival. (page 230) 5. What can you infer about the relationship between Mitchell and his father? Use evidence from the story to support your ideas. (page 235) 6. How does the author create a sense of tension and excitement on page 236? Which words and phrases are particularly successful? Why? 7. Read to the end of Chapter 14. Do you trust Agatha? Why might she want to keep the Weaver alive? 8. How does Chapter 15 develop your understanding of Mitchell? What do you learn about him? Do you feel sorry for him? 9. What does the news 'spread faster than a wildfire attack' mean? (page 262) 10. Have a go at answering these questions from Chapter 16: <i>Why might Skandar's scarf look like it's been made on the Island? Who might Amber's mum be? Why do the spectators cheer so loudly for Flo? What's Joby thinking on page 283?</i> 	<p>Spend some time exploring <i>Young Woman with Unicorn</i>, by Raphael (1505). The painting is said to have been inspired by the <i>Mona Lisa</i>, so you could look at that, too! Now, have a go at recreating this piece. You could either draw and paint a character from the book with their unicorn, or draw yourself in a similar style with your own baby unicorn. You may wish to use oil pastels or watercolour paints.</p> <p>In pairs, re-create the events from pages 205–210. Think about who will play Skandar and Jamie. Perform the scene, each time considering another character's perspective and how you will change your body language. You could even turn this part of the story into a playscript!</p> <p>Work in small groups to create a magical soundscape to accompany the moment the unicorns fly in Chapter 15. You could use your voices, body percussion and instruments to create strange, ethereal sounds. You could also use symbols to create a graphic score to represent your composition.</p>



WEEK 5 (CHAPTERS 17–19): THE GRAVEYARD

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Explore vocabulary and carry out role-play to understand the relationship between characters.- Explore a range of unicorn-themed picture books and discuss the themes and portrayals in them. <p>Design Technology & Art</p> <ul style="list-style-type: none">- Create a 3D model of the setting.- Create a piece of Stone Age art inspired by the setting and descriptions.	<ol style="list-style-type: none">1. What would you say the purpose of Chapter 17 is? What interesting things do we learn during this chapter?2. Use the information on page 289 to draw and label a picture of the spirit den. Which vocabulary helps you visualise the setting?3. Try saying out loud some of Mitchell's words on page 292. How can you capture his feelings and frustration?4. On page 297 there are 'barely gaps between any of Flo's words'. What does this mean? What might she be thinking and feeling?5. Spend some time exploring the leaflet on page 298. How successful do you think it might be at persuading people to join the Weaver? Why might Joby have had it?6. Read page 303. Do you feel sorry for Mitchell? Can you empathise with him?7. The answer is 'Erika Everhart'. What might the question be? Can you think of more than one question? (page 308)8. Read to the end of page 313. Do you think the adults put too much pressure on the Hatchlings? Why? Why not? Would you like to be taught by them?9. What's the most important thing we learn on page 322? Were you surprised at all by it?10. Describe in one word how each character is feeling on page 329 and explain your word choice to a partner.	<p>Spend some time exploring picture books like 'Margaret's Unicorn' by Briony May Smith and 'The Marvellous Doctors for Magical Creatures' by Jodie Lancet-Grant and Lydia Corry. How are unicorns portrayed? Are there any common themes? Perhaps you can use a Venn Diagram to draw parallels with <i>Skandar</i>?</p> <p>In small groups, use the illustration at the beginning of the story and your own knowledge of the setting to create a 3D model of the Island. You could use papier-mâché, a cardboard shoebox, or even construction bricks and straws. When you have finished, use your model to re-tell the main events in the story and predict what will happen at the end.</p> <p>On page 290, there's a description of some strange, scary diagrams. Spend some time exploring the Stone Age paintings in Lascaux. Recreate the diagrams on the spirit den wall in a similar style. You could draw on sandpaper and use charcoal, or use natural dyes and (safe) berries to create the paint.</p>



WEEK 6 (CHAPTERS 20–22): HOME

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. - Summarise information. - Make comparisons within and across books. <p>Poetry</p> <ul style="list-style-type: none"> - Explore a range of magical, scary poems and use them to inspire your own poetry. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with a character by writing in role. - Emulate a character's voice and personality. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 20 in six sentences. Now try and summarise them in three sentences. Then one. 2. Read up to page 332 and summarise the role Jamie has played in the story so far. Do you think he'll return in a sequel? 3. How did you feel about Mitchell's actions on page 337? 4. Why do you think the Weaver wants a silver? (page 340) 5. What does the verb 'rasped' suggest about the Weaver? Why not 'said' or 'whispered'? (page 344) 6. Read up to page 345. Have a class vote on who you think the Weaver is and remember to justify your predictions! 7. Which child in the story goes through the most change and development? Did you feel a connection with any of them in particular? Why? 8. How has Skandar changed and developed during the story? What important lessons do you think he has learned? 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: <i>bravery, lies, family, magic, grief, friendship, power, greed.</i> 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Skandar, Mitchell, Bobby, Flo, the Weaver, Kenna, Jamie, Joby...</i> 	<p>Plan and carry out a creative writing activity linked to the Weaver. You could use poems like <i>Demonica</i> by Phil Bowen, <i>The Watchers</i> by Joseph Coelho, or <i>Witch Ghost</i> by John Lyons as templates to write your own Weaver-themed poems. Alternatively, you could re-tell a main event in the story from the Weaver's point of view, trying hard to emulate their voice and capture their motivation.</p> <p>Write a diary entry in role as Skandar at the end of the story. How would he reflect on what has happened? What are the most important things he's learned about the world around them, his unicorn, magic, his friends, and how we treat other?</p> <p>Create a colourful class display, using mixed media, with the title 'Skandar and the Unicorn Thief' to summarise the story and its main themes. You may wish to write your own magical fantasy adventures inspired by the story. You could include stories, artwork, posters, diaries, and poems in your display.</p>

