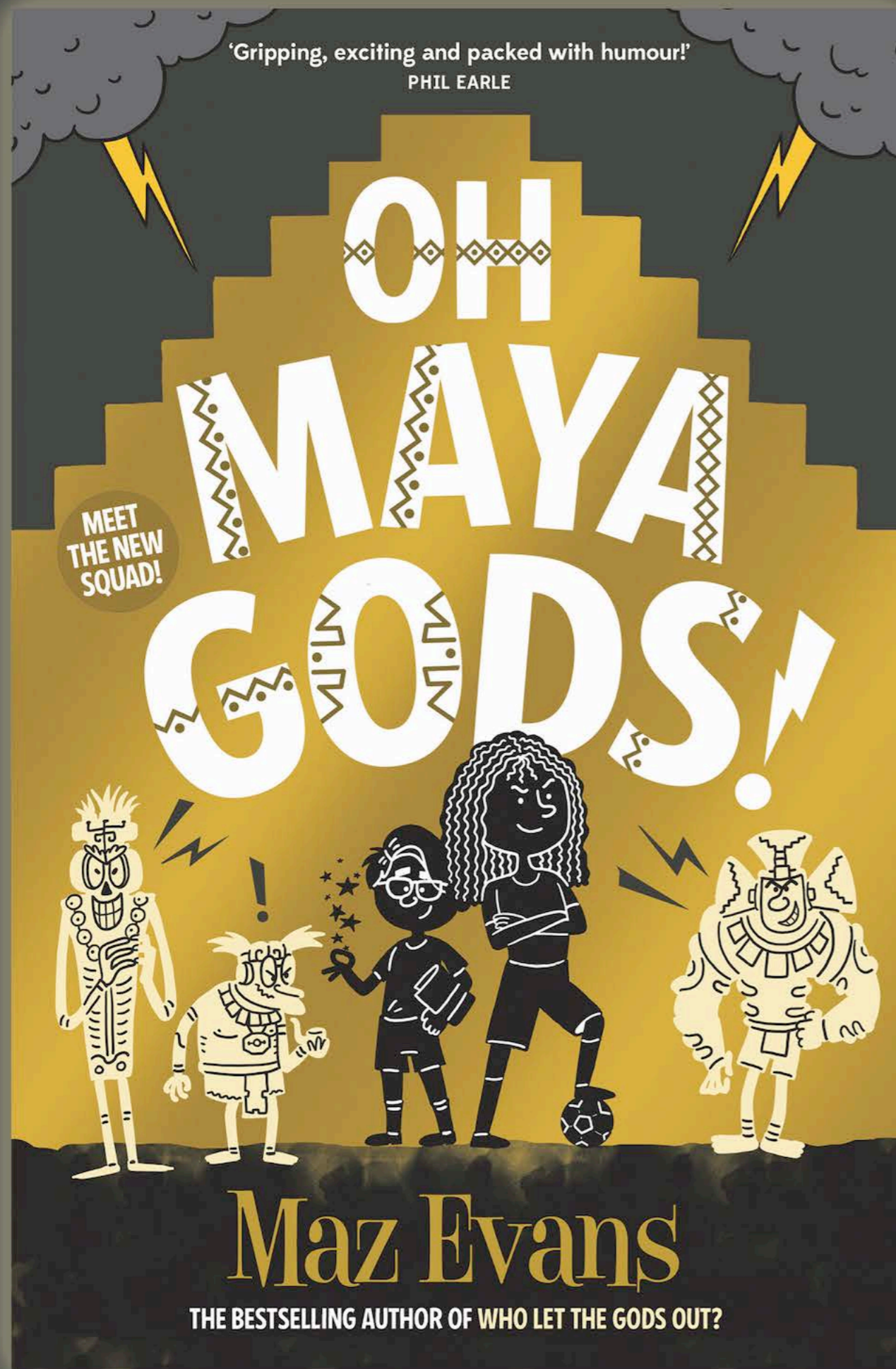


OH MAYA GODS!



SCHEME OF WORK

PERFECT FOR:

Students aged 9+; a fast-paced adventure full of humour, danger and excitement; Maya mythology; understanding timelines and chronology; studying the Maya calendar, Maya colours & Maya inventions; maps and co-ordinates; adapting sports; composing music based on atmosphere; writing poetry, reviews, recipes, and more.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Writing to Entertain, Inform & Instruct

Drama, Speaking and Listening

Design Technology and Art

Physical Education / Dance

Mathematics

Geography

History

Music

Food Technology

Computing



OH MAYA GODS!

WEEK 1 (PAGES 1–51)
CAUSING CHAOS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Retrieve information to understand characters' feelings- Identify evidence from the text to support theories and opinions- Predict what might happen from details stated and implied <p>Physical Education</p> <ul style="list-style-type: none">- Play team games- Create a skills drill <p>Design Technology and Art</p> <ul style="list-style-type: none">- Create a healthy food menu <p>Creative Writing</p> <ul style="list-style-type: none">- Write a review of Home Farm <p>Geography</p> <ul style="list-style-type: none">- Identify the four countries of the UK and the major cities- Locate Stonehenge and calculate its distance from your home town	<ol style="list-style-type: none">1. Why does Robin Snyder ignore Vesper? (page 3)2. Should Vesper have let someone else take the penalty? Why? Explain your reasonings to a partner. (page 8)3. Why do you think the stones choose to speak to Vesper? (page 22)4. Why does Vesper lie to her dad and say football is not her 'thing'? In this instance, is it OK to lie? Why? (page 25)5. How do we know Aster and Vesper don't get on? Use examples from the text to explain your answer. (page 31)6. Does Aster enjoy being at Home Farm? How do you know? (page 46)7. What job did Aster's dad have? Have you heard of this job? What do you think it is? (page 49)8. Why do bad reviews cause Home Farm to lose money? (page 50)9. Why does Aster feel that his mum doesn't understand him? What differences does he think they have? (page 51)10. How does the last line of the chapter give us an insight into what might happen next? (page 51)	<p>Vesper plays football and is especially good at taking penalties. Work in a group to create a skills drill that helps improve your accuracy when taking penalties. You could even imagine you're Vesper and have a penalty shoot out!</p> <p>Home Farm serve a breakfast for their guests on page 50. Can you design a breakfast menu they might use? Think about the different food groups, including healthy options, and how much each item might cost. As an extra activity, you could pretend you've dined at Home Farm and write a review of their breakfast.</p> <p>Identify the four countries that make up the UK on a map, and then identify the major cities. Home Farm is based in Wiltshire – where is this on your map? Where is Stonehenge? What is the largest local city? How far is this from where you live?</p>



OH MAYA GODS!

WEEK 2 (PAGES 52–114)
BELOW THE SURFACE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Draw inferences, such as inferring characters' feelings- Predict what might happen from details stated and implied- Summarise information <p>Design Technology and Art</p> <ul style="list-style-type: none">- Design and build a model of Stonehenge using a range of materials- Use watercolours and sugar paper to create a silhouette of Stonehenge. <p>History</p> <ul style="list-style-type: none">- Learn about civilisation of Ancient Greece.	<ol style="list-style-type: none">1. Do you think Aster and Vesper are similar or different from each other? Can you create a table of their similarities and differences? (page 54)2. What does 'dichlyn' mean? How can you use the context of the sentence around it to form a better understanding of its meaning? (page 62)3. Should Vesper have gone down the 'subterranean staircase'? What would you have done in her situation? Write a short paragraph describing what she might have been thinking at the time. (page 65)4. Why does Vesper not help the prisoner? Do you think she made the right choice? (page 69)5. How did Thanatos try to persuade Vesper to do what he asked? Did it work? Why / why not? What could Thanatos have said to persuade you? (page 81)6. Why is Virgo concerned that Vesper saw smoke in the cave? (page 86)7. What does it mean if you 'toy' with someone? What different ways can you use the word 'toy'? Write different sentences to show them. (page 91)8. Does Vesper trust her aunt? How do we know this? What evidence can you find? (page 97)9. What is your first impression of Zeus? Can you create an illustration to show what he might look like, based on the evidence there is about him? (page 104)10. Why did Aster and Vesper immediately like Hermes? Do you think he is likeable? (page 112)	<p>We are going to create our own model of Stonehenge! First, we need to research what it looks like, and then decide what materials would be the most effective – you might want to use clay, pebbles, Lego bricks, Rice Krispie treats, card or sticks, for example. You could even conduct an experiment with different materials to see which one lasts the longest.</p> <p>Create a silhouette artwork of Stonehenge using watercolours and black paper. First, paint a background on your paper. Think about the evidence in the book that tells you what time it would have been when Vesper went there – can you make the sky match this in your picture? What colours will you need to use? Then, cut your silhouette of Stonehenge from black sugar paper and stick it on.</p> <p>Zeus and Hermes are two examples of Greek Gods. Research some of the other Greek Gods and then choose six to create a set of Top Trump cards. You might want to draw them at the top of your card and then choose five areas to score them in. For example, you could score them out of strength, beauty or power.</p>



OH MAYA GODS!

WEEK 3 (PAGES 115–157)
THE WINNER TAKES IT ALL

SUGGESTED OBJECTIVES

Reading: Comprehension

- Draw inferences, such as inferring characters' feelings
- Carry out role-play to understand the relationship between characters
- Explain your ideas and opinions

History

- Understand timelines and chronology

Drama, Speaking and Listening

- Understand characters' feelings and demonstrate them through freeze-frames

Mathematics

- Use a calendar to understand days of the week and months in the year

COMPREHENSION QUESTIONS

1. Why do the other gods listen to Zeus when he is speaking? How does he assert his authority? Find evidence to show this. (page 121)
2. Horus is depicted as a 'mummy's boy' - do you think this is an accurate representation of the Ancient Egyptian god? Why do you think this? (page 157)
3. What is Kizin's plan? Do you think he is going to be successful? Write down your prediction to see if you are correct later in the book. (page 134)
4. Who do you think is braver – Elliot or Virgo? Create a list of evidence to show who is braver and explain why. (page 136)
5. If you were in Elliot and Virgo's position, would you have accepted the challenge from Kizin? (page 138)
6. How do Vesper and Aster feel when they hear Kizin has won the challenge? What would you do in their position? Explain your reasoning. (page 143)
7. Why does Kizin have to ask his court to laugh at his joke? Do you think they respect him as a leader? (page 144)
8. Why does Zeus feel responsible for Aster and Vesper? Do you think he should let them go to Xibalba? What is more important to Zeus – Aster and Vesper, or the rest of the world? (page 145)
9. What are Vesper and Aster going to need to learn to play in order to defeat Kizin? (page 149)
10. What does Zeus mean when he says 'peril always works to its own schedule'? Do you agree? Why? (page 156)

EXTRA ACTIVITIES

Many ancient civilisations have been mentioned in the book – Greeks, Celts, Aztecs, Egyptians and the Maya. Can you put them in chronological order from earliest to latest civilisation on a timeline? Think about how you will represent the scale and each civilisation.

In a group, create a freeze-frame that depicts the final scene of chapter 9 when Aster and Vesper go to the Maya underworld. How are the characters feeling in this moment? What would their body language say about this? Think about how they would be stood and their facial expressions. When your teacher taps you on the shoulder, say (in a couple of sentences) how your character is feeling.

The Maya calendar runs very differently to our own. Research the Maya calendar and look at how it is similar and different to our own. How do the different days, months and years work? How was the Maya calendar calculated? How about ours? According to the Maya calendar, can you figure out when your birthday would be?



OH MAYA GODS!

WEEK 4 (PAGES 158–203)

I SMELL A RAT

SUGGESTED OBJECTIVES

Reading:

Comprehension

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

Creative Writing;

- Write a persuasive speech

Geography

- Create an 'S' map
- Plot a journey using co-ordinates

Design Technology and Art

- Create artwork inspired by the Maya colours

COMPREHENSION QUESTIONS

1. What do we learn about Morgan Le Fay? What evidence do we have to explain what she is like? Create an illustration to show what she might look like. (page 160)
2. What legend do you recognise Merlin and Morgan from? Can you create a comic strip of their original tale? (page 164)
3. When Charon tells Vesper and Aster he knows their parents, what opinion do they have of him? Are their opinions changing? (page 173)
4. Did you expect Charon to be as nice as he is to the children? Why is this? (page 175)
5. What different colours represent south, north, east and west? Can you create a Maya compass to show this information in a diagram? (page 179)
6. Why has Merlin the rat taken them on a difficult route? What is he going to gain from this? Would you trust him if it were you? (page 185)
7. Do you think Vesper makes a good leader? Is her pep talk for Aster a good one? Do you think Vesper would make a better leader? (page 190)
8. How did Vesper and Aster find the real Lords and Ladies of Kizin? Can you write step by step instructions to explain the plan? (page 197)
9. What roles do the Lords and Ladies have? Why does Kizin want them to meet Vesper and Aster before he meets them? (page 202)
10. Can you list the names of the ten Lords and Ladies? Can you rank them in order of most to least dangerous?

EXTRA ACTIVITIES

Create a simple 'S' map of Aster and Vesper's journey to the underworld. Then, using co-ordinates, show the key parts of their journey and the challenges they've overcome so far. Think about using different symbols on your key to represent the different areas and terrain.

Create a piece of artwork inspired by the Maya colours of north, south, east and west. Which colours should you use? What medium could you depict each colour with? For example, you might want to use charcoal for the colour of west (black). Each medium could be matched with the 'feeling' the colour gives the Maya. (page 179)

Write a speech as Vesper, encouraging Aster to do his best on the journey. What can she say to persuade him that he can complete the challenges? What skills does he have that she can highlight?



Chicken House



OH MAYA GODS!

WEEK 5 (PAGES 204–260)
LAUGH UNTIL YOU... DIE?

SUGGESTED OBJECTIVES

Reading:

Comprehension

- Use clues from the text to infer what characters are thinking and feeling
- Use clues to make predictions
- Summarise information

Physical Education / Dance

- Follow rules to play a team game

Writing to Instruct

- Using Pok-a-Tok as inspiration, create an updated version of the sport and write clear instructions

Music

- Compose music, considering tempo, pitch and mood

COMPREHENSION QUESTIONS

1. 'The '(Comedy) God of Death' gives us what impression of Kizin? Do you think Vesper and Aster should be scared of him? Can you create a joke for him to tell? (page 204)
2. Do you think Kizin makes a good boss to the other deamons? Why is this? Create an advert for one of his new 'employees'. (page 210)
3. Why do you think there is 'air conditioning'? How does the author give us an idea that something might not be quite right? (page 216)
4. Why has Kizin put them into the House of Cold? Inside a thought bubble, write what Kizin was thinking when he did this. (page 220)
5. Are you surprised that Aster has powers? How else do you think he will be able to use them? Explain why you think he kept them hidden for so long. (page 226)
6. Do you agree with Aster that you only have one choice, and many alternatives? What is the most important choice you have had to make? (page 233)
7. After the tricks Merlin has already pulled, do you think the children should trust him when he offers to help again? Can you write an apology from Merlin to the children, which explains his reasons? (page 240)
8. What treat does Vesper want? (page 245)
9. Do you think Vesper is giving Aster a chance to learn Pok-a-Tok properly? Explain your reasons. (page 251)
10. Why does Vesper still trust Merlin? What has changed in the last 17 pages? (page 257)

EXTRA ACTIVITIES

Using research and descriptions from the book, design and make a Maya house using a range of materials. Next, write an advert to 'sell' your house from a Maya estate agent.

Research the rules for Pok-a-Tok and recreate your own modern version of the game that you can play in teams. What will you use as a goal? How many people will you have on a team? Keep as many of the traditional rules as possible whilst updating it for the present. You will need to write clear instructions so others can play your game, too.

Imagine that this book is being turned into a film . . . When Vesper and Aster go into the field to collect flowers (page 240), what music might be playing in the background? What mood would you want it to portray? Compose your own piece of music on a range of instruments. You could also work with a partner to complement each other, thinking about pitch, tempo and mood.



OH MAYA GODS!

WEEK 6 (PAGES 261–319)
WE ARE THE CHAMPIONS!

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Identify and discuss the main themes in the story - Summarise your thoughts and feelings of the text</p> <p>Food Technology - Design a dessert, using chocolate as the main ingredient</p> <p>Writing to Entertain and Inform - Write a non-chronological report - Use sub-headings, illustrations and diagrams to organise information</p> <p>Computing - Use a CAD to design the 'House of Fire'</p>	<ol style="list-style-type: none">1. What caused Camazotz and the bats to begin shrieking, which saved Vesper? Why do you think it worked so well? (page 264)2. Do you think Vesper's opinion of Aster has changed since the start of the book? Explain your reasoning using evidence. (page 268)3. Do you think Kizin was really joking when he threw the dagger? Why is this? (page 275)4. How has the author created suspense at the end of the chapter? Does this have an impact on the reader? In what way? (page 281)5. Would Vesper have won the Pok-a-Tok game on her own? Argue for and against. Is there evidence to support both arguments? (Page 281)6. How did Vesper trick Kizin into the 'House of Fire' game? Do you think it was okay that she won in this way? (page 289)7. Do you think Vesper has changed since the start of the book? Do you think she is a better or worse person because of it? (page 296)8. Are the daemons glad that Kizin is now gone? What do you predict they will do now they're on their own? (page 299)9. Will Vesper's style of playing football change now she has defeated Kizin? What will be the biggest difference? Do you think it will change the outcome of the scout's visit? (page 300)10. How does the ending of the book get us excited for the sequel? Does it make you want to read on? Write a book review, highlighting the parts of the story you enjoyed most. (page 319)	<p>We've seen throughout the book that the Maya were famous for their chocolate, so can you design a celebratory treat or dessert for Aster and Vesper now that they have defeated Kizin? Think about how you can incorporate chocolate as the main ingredient whilst also considering other food groups. First, create a drawing of what it will look like, and then label the different ingredients. Can you give your dessert a name or write a recipe so others can make it, too?</p> <p>Create a double-page spread of information you have learnt about the Maya whilst reading this book. You can use technology and other non-fiction texts to help you add further research. Lay the information out in an eye-catching way, thinking about your use of sub-headings, illustrations and diagrams.</p> <p>Using a CAD (e.g. Tinkercad) on an iPad or laptop, design the 'House of Fire' using descriptions from the book on page 289 to help you. It should be 3D and include details to show the reader what the setting looks like. Start with the initial shape of the house, followed by the smaller details that make it more specific to Kizin.</p>



Chicken House

