



SCHEME OF WORK

PERFECT FOR:

Students aged 7+; a magical, heart-warming Christmas story; designing wrapping paper; writing persuasive letters; finding out about Christmas around the world; non-chronological reports about penguins; writing and performing poetry; joining Holly and her eccentric family as they discover the true meaning of Christmas.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

WEEK 1 (CHAPTERS 1–16): OUT-CHRISTMASSED

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.

Design Technology and Art

- Explore pattern and colour to create a design for some Christmas-themed wrapping paper.
- Create a 3D model of a room in the house, using descriptions from the story as inspiration.

Writing to Entertain and Inform

- Write a newspaper article with formal language, sub-titles and eye-witness interviews.
- Write a persuasive letter to engage and convince.

COMPREHENSION QUESTIONS

1. Read the first chapter and discuss anything that made you laugh. What impression do you get of the Carroll family? How does the author make you want to read on at the end of the chapter? Is it effective?
2. Mum clutches Dad's hand on page 15. Why? What might she be thinking and feeling?
3. How are Holly's feelings towards Christmas changing? What advice might you give her? (page 20)
4. Read the poems 'Witch Ghost' and 'Jumbies' by John Lyons. How do you think the poems link to the story? How might Holly feel about Halloween? (page 23)
5. Can you write your own version of a poem with the title, 'The Scariest Things I Can Think Of'? (page 31)
6. Draw and label a picture of Holly in a Christmas-themed Halloween costume. (page 42)
7. Read to the end of Chapter 10. What are your impressions of the Klaus family? Do you like them? Why? Why not? What role do you predict they'll play in the story?
8. Can you use the information in Chapter 12 to draw and label a map of Klausland?
9. Read to the end of Chapter 16. How is the competition changing the Carroll family? Use evidence from the text.
10. Use a Venn Diagram to compare and contrast Holly and Toby. How are they similar and different? You can keep adding to your notes as you read!

EXTRA ACTIVITIES

Holly is desperate to become Santa's Chief Wrapping Paper Designer. Can you create your own colourful design for some wrapping paper? Perhaps you could use ICT to create repeating patterns or print your designs onto material? Afterwards, write a persuasive letter to Santa explaining why you should be considered for the job. What qualities do you possess? Why should he choose you?

We learn about a festive-themed magazine called *The Christmas Chronicle*. Can you write an informative and engaging article for the magazine, describing the scene where Reggie escapes onto the roof and has to be saved by Dad? Include a headline, sub-titles and interviews with eye-witnesses.

Spend some time exploring the descriptions of the Carrolls' house in Chapter 3. Use a shoebox to create a 3D model of one of the rooms. Think about the materials you could use and how you might represent all the various 'decorventions'. You could also write some labels for your model.

WEEK 2 (CHAPTERS 17–32): GAME ON

SUGGESTED OBJECTIVES

Reading: Comprehension

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

Writing to Inform

- Plan and write a non-chronological report about a penguin.

Geography

- Find out how different countries and communities around the world celebrate Christmas.

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.

COMPREHENSION QUESTIONS

1. What does the verb 'hissed' tell you about how Archer is speaking? What might he be thinking and feeling? (page 115)
2. *Christmas is about being together.* Do you agree with this statement? Why? Why not? What does Christmas mean to you? (page 120)
3. Holly thinks the Klaus family are 'cheerfully terrifying'. What does this mean? Do you agree? (page 151)
4. Holly shoulders slump on page 161. Why? What might she be thinking and feeling?
5. What do we learn about Dad in Chapter 24? Why is Christmas so important to him? Does it change how you feel about him?
6. Imagine you are at the Hallomas party in Chapter 25. What might you see, hear, taste, touch and smell?
7. Act out some of the conversations between the Carroll and Klaus family in Chapter 26, thinking about your body language, characterisation, and facial expressions.
8. Can you write a dictionary definition of the word 'sabotage' and use it in a sentence of your own? (page 199)
9. Read page 216. What can you infer about the relationship between Setti and Toby? Use evidence from the text to support your ideas.
10. Read up to page 228. Who do you think is burgling the house and why?

EXTRA ACTIVITIES

Holly finds herself in charge of looking after Sue the penguin. In small groups, conduct research into penguins and find out about their appearance, habitat, adaptations and diet. Create a leaflet or non-chronological report detailing how to care for a penguin. To challenge yourself, you could write your findings as if you were Holly and use some of her made-up language.

Holly's dad finds out how different people celebrate Christmas around the world. Work in groups to research how Christmas is celebrated around the world and then draw and label your findings on a map. You could focus on the food that is eaten at Christmas or even the stories that are told!

As a class, create a Conscience Alley. One side of the class should be voices persuading Holly to take part in Halloween. The other side of the class should persuade her not to. Take it in turns to play Holly walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.

WEEK 3 (CHAPTERS 33–END): OPERATION SPREAD CHEER

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading:</p> <p>Comprehension</p> <ul style="list-style-type: none"> - Identify and discuss the main themes in the story. - Retrieve and summarise information from a passage and use it to inform writing. - Use an Emotions Graph to explore a character's thoughts. <p>Poetry</p> <ul style="list-style-type: none"> - Write a Christmas-themed poem in the style of Jackie Kay. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a class display about the book, using a range of mixed media, poetry and writing. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 33 in six sentences. Now, try to do it in three! What about one sentence? 2. Mum recites some of 'The Night Before Christmas' on page 231. Can you work in groups to perform this poem? 3. Holly says that 'money can't buy manners or kindness or compassion'. What does she mean? (page 258) 4. Archer says that he doesn't think the Klauses are bad people. Do you agree with him? Why? Why not? 5. How have Toby and Setti changed and developed during the story? What important lessons do you think they have learned? 6. How important is 'gift giving' and material possessions to the story? What might the author be trying to say about Christmas and how it's celebrated? 7. Describe the following characters in one word and explain your word choice: <i>Holly, Archer, Toby, Setti, Mr and Mrs Klaus</i>. Perhaps you could create a Character Profile about each one, including illustrations? 8. Do you think the character of Toby will appeal to readers? Why? Why not? Use examples from the story. 9. The main theme in this story is 'greed'. Do you agree? Why? Why not? What other themes are important? 10. What do you think Dad learns about himself, his friends and family over the course of the story? How has he changed and grown? 	<p>Create an Emotions Graph to plot Holly's changing thoughts and feelings throughout these chapters. You may wish to include: <i>hearing the burglars, confronting Setti and Toby, seeing Reggie fly, being accused of the crime, arguing with Dad, winning the competition.</i></p> <p>Spend some time exploring the poem 'No. 115 Dreams' by Jackie Kay. Discuss what you like and dislike about it and anything that puzzles you. Now, use this poem as a template and write in role as one of the houses in the story. What might the Klauses family home have to say about them? What things might the Carrolls' home enjoy and remember about them?</p> <p>Create a colourful class display, using mixed media, with the title 'The Christmas Competition'. You might want to create a poster about what Christmas means to you. You might want to write a poem about the Christmas traditions you have with your family. You might want to design your own Christmas jumper, write a Christmas recipe, or create a fabulously festive character for book 3!</p>



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