



SCHEME OF WORK

PERFECT FOR:

Students aged 7+; a Christmas-themed story fizzing with heart and humour; poetry; writing a balanced argument; creating travel brochures; exploring Christmas traditions around the world; planning and writing non-chronological reports about polar bears; joining an amazing family for one last fabulously festive adventure in the Big Apple!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing; Writing to Entertain and Inform
PSHE & Citizenship
Food Technology
Science
Geography
Design Technology & Art

WEEK 1 (CHAPTERS 1–14): THE BIG APPLE



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, such as inferring characters' feelings. - Identify how language and structure contribute to meaning. <p>Writing to Engage and Inform</p> <ul style="list-style-type: none"> - Plan and write a job application, using formal language. - Create a persuasive travel brochure using appealing adjectives. - Organise ideas into paragraphs. <p>Geography</p> <ul style="list-style-type: none"> - Conduct research into Christmas traditions around the world. 	<ol style="list-style-type: none"> 1. Use the opening line of the book as a creative writing stimulus! Write about a time you were so excited you wanted to 'laugh, fart, and throw up' all at the same time! 2. Read page 14. What do you think Mum might be up to? Are there any clues in the text? 3. Watch some video clips of Times Square at Christmas. Make a list of everything Holly might be able to see, hear, taste, touch and smell. You could even write a senses poem about it. (page 44) 4. Use the description on page 50 to draw and label a picture of the hotel room. 5. On page 70, we learn that Mum now has her own company called Snow Carroll Apron Designs. Can you design and create a festive apron of your own? 6. Look at page 77. What should the family do? Should they follow the White Reindeer or continue leading the parade? You could create a Conscience Alley as a class to explore their dilemma. 7. Spend some time exploring the illustrations on pages 92 and 93. Can you create a portrait of a new family for the gallery or even turn your family into a Christmas portrait? 8. Why do you think the families in the portraits look so serious and miserable? (page 94) 9. What are your first impressions of Mary Christmas? Do you like her? (page 102) 10. Would you like to join the Christmas Club? Why? Why not? 	<p>Holly would like to become the mayor of Lapland. What sort of qualities and attributes might she need to achieve this? Imagine you are Holly and write a letter in role to apply for the job. Try to organise your thoughts into paragraphs, use formal language, and give compelling reasons why you should be chosen as the mayor of Lapland.</p> <p>The Carrolls are off to New York! What can you find out about New York? Create an engaging, colourful travel brochure persuading tourists to visit. Include information about famous landmarks, food you might try there, and things you might see and do on your trip.</p> <p>The Carrolls learn about the tradition of the Christmas tree in New York at the Rockefeller Center. Work in small groups to conduct research into this tradition. You could also find out about other Christmas traditions around the world, such as Befana the Witch in Italy and the Yule Cat in Iceland. Can you create a map of the different Christmas traditions around the world?</p>

WEEK 2 (CHAPTERS 15–27): CHRISTMAS SPIRIT



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. - 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 Neal Zetter. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Plan and write a balanced argument exploring the role of zoos. 	<ol style="list-style-type: none"> 1. Use a dictionary to write a definition of these words in Chapter 15: <i>bubbly</i>, <i>ferociously</i>, <i>affirmations</i>. Can you use them in a Christmas-themed sentence of your own? 2. What does it mean if you 'plaster' a smile across your face? Can you show a partner what this might look like? How might Mum and Dad be feeling? (page 106) 3. Do you agree that Mum is 'humble'? Why? Why not? (page 118) 4. What might 'ideas exploded in my head like fireworks' mean? Can you think of any other ways to describe the same feeling? (page 121) 5. Why is it ironic that Seb's boss is called Happy? (page 142) 6. Describe Sofia in three words and explain your word choices. Why do you think Holly likes Sofia so much? How are they similar and different? Create a Venn Diagram to compare and contrast them. (page 149) 7. What do you think the 'real meaning' of Christmas is? What does it mean to you? (page 162) 8. How has the death of Valentina affected Seb and Sofia? Do you agree that 'grief' is an important theme in the story? (page 168) 9. Read to the end of page 186. Has your opinion of Mary changed at all? Why? Why not? 10. Do you have any theories about who Winston might be? What role do you predict he might play in the rest of the story? 	<p>Create an Emotions Graph to plot Holly's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>meeting the other families</i>, <i>Majesty Milburn</i>, <i>finding out about Valentina and Sofia</i>, <i>sneaking into the Christmas Club</i>, <i>meeting Winston</i>.</p> <p>We learn that Valentina used to work at Central Park Zoo. Take a virtual tour of the zoo (there are lots online) and look at the various animals that live there. Afterwards, have a class debate, discussing whether animals should be kept in zoos. Plan and write a report exploring the arguments for and against keeping animals in captivity. Finally, hold a class vote.</p> <p>Spend some time listening to the poem 'Father After Christmas' by Neal Zetter. Discuss what you like and dislike about it and anything that puzzles you. You could even write your own Christmas-themed poem, considering what Father Christmas gets up to throughout the rest of the year, using this poem as a template.</p>

WEEK 3 (CHAPTERS 28–45): JOIN THE CLUB!



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension <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. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 28 in six sentences. Now, try to do it in three! What about one sentence? 2. Does Happy remind you of any other characters from any other books and films? Do you think Holly will be able to change his opinion of Christmas? (page 203) 3. Sofia has an 'affinity with animals'. What does this mean? Do you agree? (page 222) 4. Can you plan and write your own class newspaper that picks up on the theme of 'Nice News'? What positive, happy news from around your school and community might be included in your newspaper? (page 233) 5. How has Archer changed and developed throughout the story? Why is Holly so impressed with him? (page 246) 6. What do you think Holly and her family have forgotten while they've been trying to get into the Christmas Club? (page 271) 7. Describe the following characters in one word and explain your word choice: <i>Seb, Sofia, Valentina, Mary, Happy, Winston</i>. Perhaps you could create a Character Profile about each one, including illustrations. 8. The main theme in this story is 'secrecy'. Do you agree? 9. What do you think Sofia learns about herself, her friends and her family over the course of the story? How has she changed and grown? 10. When you've finished reading the story, why not spend some time singing some of the Christmas songs mentioned! 	<p>On page 215 we discover that Chilli is a polar bear cub. Write a non-chronological report about polar bears, remembering to use sub-titles, diagrams and formal language. You could include information about their appearance, habitat, diet and adaptations.</p> <p>Valentina teaches Seb how to make <i>arroz con gandules</i>, a traditional Christmas dish from Puerto Rico. What can you find out about what people eat at Christmas time around the world? Perhaps you could create a class recipe book or make some of these dishes and share it with the class? Remember to evaluate your product and get your classmates to feedback.</p> <p>If you were going to set up a secret club to reflect your passions and interests, what would it be and why? Would your club have a motto? Where would the headquarters for your club be? Perhaps you could create a poster to tell everyone about it? You could even write your own promise or pledge like the one on page 103.</p>
Science <ul style="list-style-type: none"> - Write a report about polar bears, referring to their habitat and how they have adapted to their environment. 		
Food Technology <ul style="list-style-type: none"> - Explore Christmas dishes and food from around the world. - Prepare and make a product. - Evaluate a product. 		
PSHE and Citizenship <ul style="list-style-type: none"> - Discuss and explore interests and hobbies. - Create a club pledge or motto. 		



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