



## SCHEME OF WORK

**PERFECT FOR:** Ages 7+; a riotous, prank-filled boomic (half-book, half-comic) about friendship and family; creating your own comic books; poetry; designing maps; exploring humour and jokes; joining a mischievous, brave, kind-hearted girl as she discovers the true meaning of family.

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Poetry; Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

Physical Education

Geography

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Predict what might happen from details stated and implied.</li> <li>- Draw inferences, such as inferring characters' feelings.</li> <li>- Identify how language and structure contribute to meaning.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Understand a character by completing a Role on the Wall activity.</li> </ul> <p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>- Plan and create a competitive playground game.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Write a poem in the style of Allan Ahlberg.</li> </ul>	<ol style="list-style-type: none"> <li>1. The authors describe the rain as 'thick, mean and heavy'. What image does this create in your mind? How can rain be 'mean'?</li> <li>2. Why do the team all listen to Miss Mistry? How do they feel about her? Why? (page 6)</li> <li>3. What does the word 'precocious' mean? Can you use it in a sentence of your own? (page 9)</li> <li>4. Read up to page 17. Can you describe Dennis in three words and explain your word choices?</li> <li>5. Why might Miss Mistry be hugging Whelan? Have you got any predictions? (page 27)</li> <li>6. What does 'dinner was on everyone now' mean? Can you explain the joke to a partner? (page 29)</li> <li>7. Are there any clues as to why Mum and Dad might be cross? What do you think has happened to the photo frame? (page 51)</li> <li>8. Minnie's excuses as to why she's always late for school are legendary! Can you think of some of your own funny, outlandish excuses? (page 58)</li> <li>9. How are Minnie and Whelan similar? How are they different? Use a Venn Diagram to compare and contrast them.</li> <li>10. What are your first impressions of Minnie? Do you like her? Does she remind you of any other characters?</li> </ol>	<p>Complete a Role on the Wall activity. Draw an outline of Minnie. 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.</p> <p>Be inspired by Super Epic Turbo Cricket and create your own playground game! You could use a variety of equipment, including cones, jump ropes, hockey sticks and tennis rackets to create a competitive game to play. Make sure your game is safe! Afterwards, you could teach your game to a group of friends. You could also write a set of instructions explaining how to play your game.</p> <p>Read and enjoy the poems 'Please Mrs Butler' and 'Billy McBone' by Allan Ahlberg. How do the poems link to the story? Now, imagine you are Minnie and write a poem about your experiences at school. You could refer to Whelan, your excuses for being late and any other mischief you get into!</p>



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries to check the meaning of words and understand words in context.</li> <li>- Retrieve and record information.</li> <li>- Explain your ideas and opinions.</li> <li>- Use an Emotions Graph to explore a character's thoughts.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Write a poem in the style of Neal Zetter.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Communicate geographical information in the form of a map.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use a dictionary to write a definition of these words in Chapters 5 and 6: <i>rowdier, supplementing, skulking</i>. Can you use them in a sentence of your own?</li> <li>2. What might Whelan be thinking and feeling on page 76? How do you know?</li> <li>3. Can you explain what purpose the illustration on page 79 serves? What does it really tell us about Minnie?</li> <li>4. Read to the end of page 88. What do you think has happened to Mum and Dad? Why?</li> <li>5. Dennis and Minnie reflect on the role of laughter in our lives. Do you think jokes and laughter play a vital part in our lives? Do you like reading funny books? (page 93)</li> <li>6. Minnie is challenged to 'turn her anger into positive energy'. What might this mean? Do you think anger can ever lead to positive results? (page 106)</li> <li>7. Mr Fayle 'short-circuits' on page 115. What does this mean? What does the phrase suggest about him?</li> <li>8. On page 117 the authors describe all the sounds Minnie hears as she wakes up. Can you use this to create your own sound poem to capture the noises in your house in the morning?</li> <li>9. Look at the illustration on pages 132 and 133. Add some of your own speech and thought bubbles for Mum and Dad.</li> <li>10. Were you surprised by Mum and Dad's revelation at the end of Chapter 9? What clues have there been to signal what's really going on?</li> </ol>	<p>Create an Emotions Graph to plot Minnie's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>discovering who Whelan is, speaking to Mum on the phone, playing against Beanotown Academy, planning her prank...</i></p> <p>Minnie and Whelan start collecting a list of Mums' Annoying Sayings. Collect your own list of Annoying Sayings from the adults around you. You might hear adults tell you to eat your carrots so you can see in the dark! Now, why not use the poem 'Rules?' by Neal Zetter to develop this further? For example:</p> <p><i>Adults tell me to USE CApitAl letterS proPERly.</i></p> <p><i>Adults tell me to SPEAK UP but they never seem to LISTEN!</i></p> <p>Minnie creates a map of her house to help plan her prank. Can you design and label a map of your bedroom or house, drawing it from a bird's eye view? Use a ruler and think about scale and perspective too!</p>

## WEEK 3 (CHAPTERS 10–13): MINNIE'S FINAL NIGHTMARE



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss the main themes in the story.</li> <li>- Create Character Profiles.</li> <li>- Retrieve and summarise information from a passage and use it to inform writing.</li> </ul> <p><b>Writing to Entertain</b></p> <ul style="list-style-type: none"> <li>- Create a comic book diary to describe a special day in your life.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Rehearse and perform a scene from the story, thinking about characterisation and body language.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Explore how authors structure their stories and use this to model a new piece of writing in the same style.</li> </ul>	<ol style="list-style-type: none"> <li>1. Summarise the events in Chapter 10 in six sentences. Now, try to do it in three! What about one sentence?</li> <li>2. No one knows what to say to Minnie on page 145. What advice might you give her? How would you support her?</li> <li>3. Look at the opponents on page 155. Can you think of any weaknesses they might have or ways to outsmart them?</li> <li>4. What do we learn about Minnie's parents on page 168? How did this make you feel?</li> <li>5. Do you agree that Minnie is a brave warrior? What other obstacles has she faced in the story? Do you think she will conquer her fear of clowns? (page 176)</li> <li>6. Dennis is 'elated' for his cousin. Why? What does this tell us about him? Dennis is usually the main character in these stories – do you think it's worked having a different main character? (page 182)</li> <li>7. How do you think the character of Minnie will appeal to readers? Can you give examples and reasons? Do you think Minnie is a good role model?</li> <li>8. Describe the following characters in one word and explain your word choice: <i>Minnie, Whelan, Miss Mistry, Gnasher, Dennis, Mum and Dad</i>. Perhaps you could create a Character Profile about each one, including illustrations!</li> <li>9. The main theme in this story is 'FAMILY'. Do you agree?</li> <li>10. What do you think Minnie learns about herself, her friends and her family over the course of the story? How has she changed and grown?</li> </ol>	<p>Choose a favourite scene or moment from this story and turn it into a playscript. Think carefully about how a playscript is set out and structured and use the artwork to help inform your stage instructions. Afterwards, work in small groups to rehearse and perform your playscript, thinking about how you can use your body language and facial expressions!</p> <p>Minnie loves to create comic book diaries! Can you use Minnie's tips to design your own comic to summarise a day in your life? It could refer to a particularly special or eventful day you've had, an exciting or sad day you've experienced or even a day you'd like to have! Remember to use thought and speech bubbles.</p> <p>The next story in this series is called 'The Day the Teachers Disappeared'! What might happen in it? Can you plan and write a sequel, thinking about what adventure Minnie, Dennis and their friends might have? Alternatively, you could use the title to write your own 'boomic' about disappearing teachers!</p>