



SCHEME OF WORK

PERFECT FOR:

Students aged 8+; a ferociously fun, action-packed race; role-play and drama; map work; poetry; planning and writing a non-chronological report; exploring how light travels; joining a group of brave children on a wacky, wild adventure into the unknown!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;
Writing to Entertain and Inform
Drama, Speaking and Listening

Science

Geography

Design Technology and Art

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WEEK 1 (CHAPTERS 1–17): THE RULES OF IMAGINING



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
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. Geography - Locate countries using a map and learn more about them. Writing to Inform - Plan and write a non-fiction report about a magical creature. Poetry - Write a poem about a magical place.	1. How would you say observers, dreamers, inventors and explorers are similar and different? Can you think of any famous people who fit these categories? Perhaps they fit in more than one? 2. Read up to Chapter 3. What are your first impressions of Luca? What do you think he might learn during the story? 3. Read up to page 15. What qualities do you think a good Racer needs? Do you think you have any qualities that might make you a successful participant? You could even make Racer Cards like the ones at the beginning of the book based on your friends or family! 4. What do you notice about the layout of the text on pages 40 and 41? How do they add to your experience as a reader? 5. Read to the end of Chapter 10. Can you create a colourful poster to summarise the rules of the Race? Are they fair? 6. Read Chapter 11. Imagine you are Luca and write a list of everything you can see, smell, taste, touch and hear. You could even use black paper and glow-in-the-dark paint to recreate the scene! 7. 'Imagination is being replaced with greed and power.' What does this mean? Do you agree? (page 62) 8. Can you describe Layla in three words and explain your word choices? (page 72) 9. What might the riddle on page 75 mean? 10. Use a Venn Diagram to compare and contrast Luca and Grayson. How are they similar and different?	Spend some time exploring the Racer Cards at the beginning and end of the story. Which team do you think you'd be in and why? Can you create a map to show where each of the players are from? Perhaps you could include information on your map about each country's capital city, population, climate and culture? Luca likes to invent his own creatures, like cawhawks and time-lions. Can you create your own magical creature? What might it look like? What might its special power be? Perhaps you could create a non-fiction report about it, exploring its habitat, environment, and adaptations. Read and enjoy some poems about magical places, like <i>Picture In My Mind</i> by Joan Poulson, <i>The Land of Blue</i> by Laura Mucha, and <i>A Life In Dreams</i> by Jacob Sam-La Rosa. How might they link to the story? Use the poems as inspiration and write your own poem about a magical place, including the sights and sounds you might find there!

WEEK 2 (CHAPTERS 18–37): NOTHING IS AS IT SEEMS



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - 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. Science - Explore how light travels and can be reflected by different surfaces. Drama, Speaking and Listening - Create a Conscience Alley to explore what motivates a character's decisions.	1. Use a dictionary to write a definition of these words in Chapter 18 and 19: <i>proceed, rummaged, haul</i>. Can you use them in a sentence of your own? 2. Read to the end of page 93. Were you surprised by the formation of the teams? Why do you think Ali picked Luca? Who would you pick for your team? 3. Read up to page 107. What might you ask the map for and why? 4. What kind of magical food would you like to eat on Imagination Island? Perhaps you could create your own wonderful, delicious menu of foods! (page 115) 5. Why do you think the author repeats the phrase 'medium-sized' on page 117? What effect does it have? What does it tell us about Luca? 6. Look at the illustration on page 125. What does it tell us about each of the characters? 7. Read to the end of page 129. What do you predict Tiago has imagined. What would you imagine in this situation and why? 8. Can you design a special gadget, like a snotboard, for one of the challenges? You could even write a persuasive advert to try and sell your invention! 9. What advice would you give to Luca? Do you think he is missing out on anything? (page 149) 10. How is the relationship between Luca and his team developing and changing as the story progresses? Use evidence from the story to support your ideas.	Create an Emotions Graph to plot Luca's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>entering the Room of Mirrors, picking teams, creating the map, the sleepover, Mucus Mounds, finding the car...</i> Can you create your own maze of mirrors? Position a range of mirrors to create a maze and then use them to direct a beam of light through the maze to a target. Use this experiment to discuss how light travels and is reflected. You could explore how concave and convex mirrors work. Afterwards, draw a diagram to show your maze! Look at page 119 – what should Luca do? As a class, create a Conscience Alley. One side of the class should be voices persuading him to go home, while the others encourage him to stay. Take it in turns to play Luca walking through the alley of voices. Afterwards, write a paragraph exploring your decision and feelings.

WEEK 3 (CHAPTERS 38–END): NOTHING IS AS IT SEEMS



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - 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. Design Technology and Art - Plan and design a magical setting based on Imagination Island. Writing to Inform - Plan and write a biography about a famous historical figure. Writing in Role - Empathise with a character by writing in role. - Emulate a character's voice and personality.	1. Summarise the events in Chapter 38 in six sentences. Now, try to do it in three. What about one sentence? 2. Do you agree with Fliss that Ali should have asked the team before imagining something? (page 163) 3. Can you perform the rap battle in pairs? Afterwards you might like to write and perform your own rhyming rap battle! 4. Were you surprised to learn that it was Team Echo who had tricked Team Dreg? Why? Why not? (page 199) 5. The end of the story takes place on Weather Mountain. Research a range of weather phenomena such as storms, hurricanes, tornadoes, tsunamis, earthquakes. How are they similar and different? 6. Were you surprised by Grayson's fate? How did it make you feel? Do you think he will return? (page 224) 7. Can you think of anything that might have influenced the author when writing this story? Perhaps <i>Peter Pan</i>, <i>Jumanji</i>, <i>Mario Kart</i>? 8. Describe each of these characters in the story using one word only and explain your word choice: <i>Luca</i>, <i>Ali</i>, <i>Grayson</i>, <i>Tiago</i>, <i>Layla</i>, <i>Fliss</i>, <i>Om...</i> 9. Which of these themes is the most important and why? Can you order them from most to least important? <i>Imagination</i>, <i>teamwork</i>, <i>bravery</i>, <i>greed</i>, <i>think before you act</i>, <i>growing up</i>. 10. At the end of the story, we get a sneak-peek of a chapter from the sequel. Read this and then discuss what might happen next. Perhaps you can write your own sequel, thinking about Luca's next adventure!	Can you create your own Imagination Island? What sort of magical, strange, amazing things might be there? Think about how you might depict your island. Perhaps you could draw a map of it? Or create a 3D model of your wonderful realm? Afterwards, write an exciting adventure story set in your very own Imagination Island! Did you know that two of the Protectors are based on real-life people? Walter was inspired by Walt Disney and Erwin was inspired by the cartographer Erwin Raisz. What other famous historical figures who have used their imagination to change the world might make a good Protector? Research their life and achievements and write an engaging biography about them. Write a diary entry in role as Luca 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 him, overcoming fear, his imagination, and how we treat others?