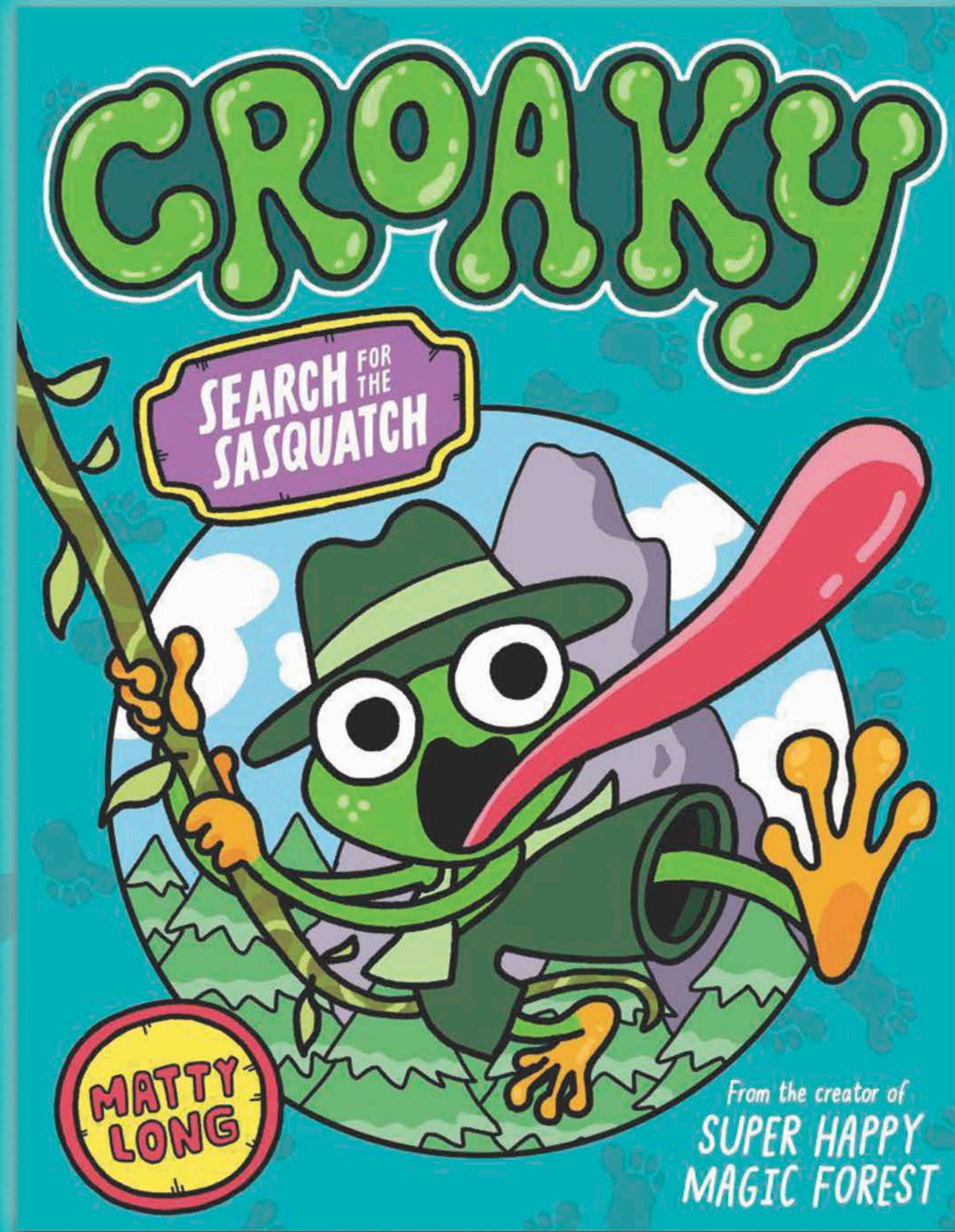


CROAKY



SCHEME OF WORK

PERFECT FOR:

Students aged 7+; a hilarious, thrilling story full of chaos and mayhem; drama and role-play; mission fact-files; poetry; writing a sequel; maps, co-ordinates and grid references; joining a plucky, brave frog on the adventure of a lifetime!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Science

Geography

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WEEK 1 (CHAPTERS 1–4): WOULD YOU LIKE TO GO ON AN EXPEDITION?



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. Drama, Speaking and Listening - Understand a character by completing a Role on the Wall activity. Writing to Inform - Write a factual report, including sub-titles and formal language. Science - Construct and interpret a food chain, identifying producers, predators and prey. Poetry - Write a poem in the style of Stevie Smith.	1. Spend some time looking at the front cover and discussing what the story might be about. What is a sasquatch? Compare your predictions with the blurb. 2. What does 'craved' mean? Can you use it in a sentence of your own? What does it tell us about Croaky? (page 1) 3. Can you plan and write an autobiography about Tennessee Toad? When was he born? What was his childhood like? What great adventures has he been on? (page 2) 4. Can you use the illustration on page 7 to infer and summarise what happened when Croaky tried to make a friend? Do you think he is lonely? 5. What does it mean if you are 'eager to make amends'? Does this give us any clues about Croaky's personality? (page 12) 6. Can you use the illustrations on pages 14 and 15 to work out where everyone else is? Look carefully at Winston. What might he really be thinking and feeling? 7. Read up to page 17. What do you predict Croaky will do? What would you do in this situation? 8. What do you notice about the layout of the text on page 18? Is it effective? Could you try this technique in your own writing? 9. What are your first impressions of Croaky? Do you think his character will appeal to readers? Why? Why not? 10. How are Croaky and Sheena similar and different? Use a Venn Diagram to compare and contrast them.	Complete a Role on the Wall activity. Draw an outline of Croaky. On the inside of your drawing, write down everything you learn about him in these chapters. On the outside, record any questions you might like to ask him. Perhaps you could imagine you are Croaky and answer the questions! Create a page for a non-fiction book about frogs. Find out about their appearance, diet and how they have adapted to their environment. Remember to include sub-titles! Create a food chain or web for them, making sure you identify and label the producers, predators and prey. Spend some time reading and enjoying 'the Frog Prince' by Stevie Smith. Discuss what you like and dislike about it, and how it links to the story. Work in groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem. Next, write your own frog poem based on the characters in this book.





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. Geography - Use simple compass directions to describe location features and routes on a map. Drama, Speaking and Listening - Create a Conscience Alley to explore what motivates a character's decisions.	1. Write a dictionary definition of the following words from Chapter 5: <i>logical, assured, scrambled</i>. Can you use them in a sentence of your own? 2. Can you work out why Winston is no longer able to fly? Do you think he is a responsible adult? Is he a good explorer? (page 46) 3. What might Winston be thinking and feeling on page 52? Can you create a thought bubble to explore his emotions? 4. Spend some time exploring the poem 'Geography Lesson' by Brian Patten. How does this poem link to Winston? (page 57) 5. Do you think Winston is telling the truth? Can you create a new speech bubble for him and write about another one of his strange adventures? (page 61) 6. What does 'petered out' mean? How might Croaky and Sheena be feeling when they realise what has happened? (page 73) 7. Can you compare how Sheena and Croaky approach the problem on pages 70–74. Whose approach do you think is more sensible? 8. What makes Sheena an excellent adventurer and explorer? What qualities does she have? (page 74) 9. Imagine you are Croaky on pages 78 and 79. Make a list of everything you can see, hear, taste, touch and smell. 10. Can you write an exciting and tense paragraph to describe what is happening on pages 80 and 81?	Create an Emotions Graph to plot Croaky's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>trying to get to sleep, losing the map, climbing the tree, listening to Winston's stories, Winston vanishing...</i> Winston seems unable to use a map or a compass properly! Can you create your own map of the forest, including some of the locations mentioned in the story? Afterwards, add a grid and compass points to your map. You could ask a partner some questions like, "In which direction should I go from the tree to find the crag?" or "What's the grid reference for the campsite?" Look at page 74 and 75 – what should Croaky do? As a class, create a Conscience Alley. One side of the class should be voices persuading him to go and get help, while the others encourage him to follow the sound of the roar. Which route should he take? Now, take it in turns to play Croaky walking through the alley of voices. Afterwards, write a paragraph exploring your decision and feelings.



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. Poetry - Write a poem in the style of Brian Patten. Writing in Role - Empathise with a character by writing in role. - Emulate a character's voice and personality. Creative Writing - Explore how authors structure their stories and use this to model a new piece of writing in the same style.	1. Summarise the events in Chapter 9 in six sentences. Now, try to do it in three. What about one sentence? 2. Which of these words best describes Croaky on page 85: <i>resilient, brave, foolish</i>. Why? 8. Look at pages 88 and 89. Why do you think it's set out like this? Is it effective? 3. What does 'recoiled in horror' mean? Can you use this in a sentence of your own? (page 96) 4. Do you think Winston did the right thing by purposefully placing Croaky and Sheena in danger? (page 100) 5. Winston wants to make sure that Croaky and Sheena have 'got what it takes'. What do you think he might be planning? Do you think they've proved themselves? (page 104) 6. What do you think makes Winston, Sheena and Croaky an 'unbeatable team'? Can you summarise the strengths and weaknesses of each adventurer? (page 113) 7. Who would you recommend this story to and why? 8. Can you create your own fun activity sheets like the ones on pages 116 and 117? Perhaps you could give them to a partner to try! 9. Describe each of these characters using one word only and explain your choice: <i>Croaky, Sheena, Winston, the Sasquatch</i>. 10. Which of these themes is the most important and why? Can you order them from most to least important? <i>Imagination, teamwork, bravery, lies, think before you act, growing up</i>.	Spend some time reading and enjoying the poem 'A Small Dragon' by Brian Patten. Discuss what you like about it and if there's anything that confuses you about it. Imagine you have found the legendary sasquatch and use this poem as a template to write your own poem about your amazing discovery. Take time to describe the appearance of this mythical creature! Write a diary entry in role as Croaky or Sheena at the end of the story. How would they reflect on what has happened? What are the most important things they've learned about the world around them, overcoming fear, being an explorer, and how we treat others? The sequel to this story is called 'Quest for the Legendary Berry'. What do you think might happen to Croaky on his next adventure? You could either plan and write your own story, create a comic strip to show the main events, or use the template on pages 36 and 37 to create your own mission fact-file.

MORE BOOKS IN THE 'CROAKY' SERIES...

