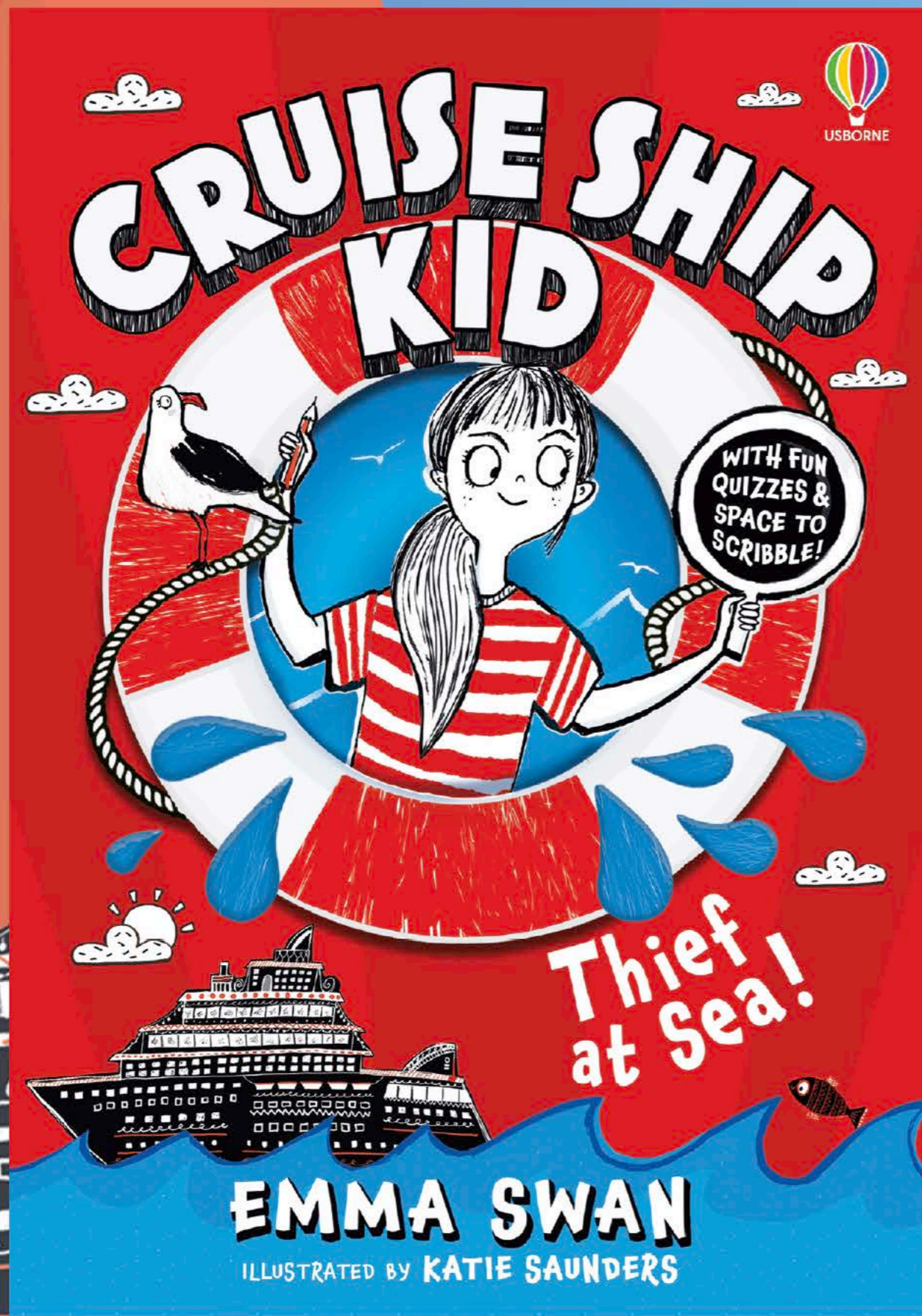


CRUISE SHIP KID



SCHEME OF WORK

PERFECT FOR: Ages 8+; an exciting, rip-roaring adventure on the sea; role-play and drama; persuasive travel brochures; writing monologues and diaries; sea-themed poetry; learning about the Titanic; joining a plucky, brave girl as she solves a puzzling crime!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

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SUGGESTED OBJECTIVES

Reading: Comprehension

- Analyse an author's style of writing and identify different techniques and vocabulary used.
- Describe relationships between characters.

Drama, Speaking and Listening

- Understand a character by completing a Role on the Wall activity.

Writing to Entertain

- Plan and write a persuasive leaflet.

Geography

- Use maps and atlases to locate countries and describe their physical and human features.

Poetry

- Perform a poem, using actions and musical instruments to convey meaning.
- Write a sea-themed poem.

COMPREHENSION QUESTIONS

1. How does Silver feel about the passengers? How do you know? (page 8)
2. Spend some time doing the 'Two Truths and a Lie' activity on page 12. Share your clues and ideas with a partner.
3. *Silver is lonely.* Do you agree with this statement? Why? Why not? (page 26)
4. Create a semantic map of words, themes and ideas linked to the word 'unique'. Is being unique a good or bad thing? What does Silver believe? (page 35)
5. Silver rubs her eyes on page 68. Why do you think this might be? What might she be thinking and feeling?
6. What does a 'tight smile' mean? Can you show a partner? What might Sylvia be thinking and feeling? (page 70)
7. What do you notice about the relationship between Mum and Silver? How do you think it will grow and develop as the story progresses? (page 83)
8. How is the verb 'smirked' similar to the word 'smiled'? How is it different? What impression do you get of the boy? (page 88)
9. Do you trust Yana? Why? Why not? Perhaps you could use a Venn Diagram to compare and contrast Yana and Silver? How are they similar and different?
10. What are your first impressions of Silver? Do you like her? Do you think she will appeal to readers? Why? Why not?

EXTRA ACTIVITIES

Complete a Role on the Wall activity.

Draw an outline of Silver. On the inside of your drawing, write down everything you learn about her in the story. On the outside, record any questions you might like to ask Silver.

Spend some time exploring the places mentioned on page 55. Choose one location and **create an engaging travel brochure**, encouraging someone to visit. You could include information about your location's culture, weather, iconic buildings and so on. Alternatively, you could create a leaflet to persuade people to holiday on the *Potentia*.

Spend some time exploring and performing poems linked to the sea, like 'Seaview Haiku' by John Foster, 'Over My Toes' by Michael Rosen and 'Seashell' by James Berry. What do you like about them? Is there anything puzzling or confusing about them? Afterwards, use these poems and the settings described in the book to **write your own sea-themed poems**.

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Define vocabulary, thinking carefully about its meaning and impact. -Retrieve information. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with characters by writing an inner monologue. -Explore the difference between what a character says and does. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create an ocean inspired piece of artwork based on the characters and events in the story. 	<ol style="list-style-type: none"> 1. Why do you think Silver is so desperate to be friends with Yana? Do you think Yana will make a good friend? (page 101) 2. Write a dictionary definition of the word 'decree' and use it in a sentence of your own. (page 116) 3. Why does Silver like that Tommy talks about 'facts' but not a lot about 'feelings'? What do you think she is trying to avoid? (page 119) 4. Create a timetable of activities for Yana and Silver. What could they do together? What might the 'perfect day' look like? (page 122) 5. Why do you think Silver is so keen to find the watch? What might be motivating her? (page 131) 6. The author uses brackets to add humour. Can you find an example of this on page 133? Can you write your own sentences using brackets? How might this engage a reader? 7. In pairs, act out the conversation between Silver and Yana on pages 142–144. How can you capture their personalities? Perhaps you could turn this part of the story into a play script. 8. <i>Mistakes can be good.</i> What does this mean? Have you ever made a mistake which turned into a good thing? (page 158) 9. Do you have any predictions yet about who the thief might be? Try and support your ideas with evidence from the story. 10. How is the relationship between Silver and Yana developing and changing? Is Yana a true friend? 	<p>What might Yana and Silver be thinking in Chapter 13? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling?</p> <p>Spend time exploring some famous paintings of the ocean, such as 'Baie des Anges, Nice' by Raoul Dufy, 'The Great Wave' by Hokusai, 'Waves Breaking' by Claude Monet and 'West Point, Prout's Neck' by Winslow Homer. Use them as inspiration to create your own artwork, based on the characters and events in this story.</p> <p>Can you re-tell Chapter 17 or 25 from Yana's point of view? What might she say about the events? How might she really feel about Silver? Use this as an opportunity to explore Yana's personality further, perhaps making predictions about her home life and her relationship with Seb and Paula.</p>



SUGGESTED OBJECTIVES

Reading: Comprehension

- Use clues from the text to infer information about a character and what they might be thinking and feeling.

- Use an Emotions Graph to explore a character's thoughts.

Drama, Speaking and Listening

- Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play.

- Create a Conscience Alley to explore what motivates a character's decisions.

PSHE

- Define the term *friendship*
- Think about the qualities needed to make a good friend and write a Friendship Recipe

COMPREHENSION QUESTIONS

1. How would you describe the way Yana treats the waiter on page 181. How do you think Silver feels during this exchange?
2. How are the words 'confidence' and 'bravery' the same? How are they different? Do you think Silver is brave? (page 184)
3. Do you have any ideas about what the paper ball might be? Do you agree with Silver that it's definitely not a clue? (page 207)
4. Uncle Sebastian always gets people's names wrong. Why might this be? What does it suggest about him? (page 213)
5. The author uses quizzes to engage the reader. Do you think it's successful? Can you try doing this in your own writing? (page 229)
6. Use the information on page 231 to draw and label a picture of the kids' club. Could drawing a map of any of the other settings help you crack the case?
7. What might Yana be thinking and feeling on page 233? Are there any clues?
8. What role does the 'in-between-ears voice' play in the narrative? How does it help us to get to know Silver better? Do you think it's a style of writing you could try? (page 252)
9. How does the author create a sense of tension and excitement on page 261? Is it successful?
10. The author uses a range of similes to describe the waves. Can you think of some of your own similes to describe the ocean? (page 265)

EXTRA ACTIVITIES

Create an Emotions Graph to plot Silver's changing thoughts and feelings throughout these chapters, including: *sneaking into the galley, playing bingo, rummaging through the bin, Pedru being accused of being the thief.*

Look at page 205 – what should Silver do? As a class, **create a Conscience Alley**. One side of the class should be voices persuading her to rummage through the bin, while the others should tell her not to. Take it in turns to play Silver walking through the alley of voices. Write a paragraph exploring your decision and feelings. You could use the same technique to explore some of Silver's other dilemmas!

Silver tries to change herself to make Yana like her. **Have a class discussion about friendship** – what makes a good friend? Have you ever felt like you've had to change who you are to fit in? Afterwards **write a Recipe for Friendship**, thinking about what qualities you might need. Set out your recipe like a list of ingredients. For example: *An ounce of patience, a sprinkle of humour...*



SUGGESTED OBJECTIVES

Reading:

Comprehension

- Identify and discuss the main themes in the story.
- Create character profiles.
- Summarise information.
- Make comparisons within and across books.

History

- Use a range of historical evidence and sources to find out about the Titanic.

Geography

- Explore the impact humans have on the oceans.

Creative Writing

- Write a sequel, using the style and language features employed by the author.

COMPREHENSION QUESTIONS

1. Summarise the events in Chapter 43 in six sentences. Now try and summarise them in three sentences, then one.
2. What does 'the water flooded out of my face' mean? What might Silver be thinking and feeling? (page 271)
3. Were you surprised by Grumpy Gwendolen's reaction on page 278? Have any other characters or events surprised you while reading this story?
4. Look at page 285. Can you write a list of questions you have about the missing watches? Do you have any theories about who the thief is?
5. What do you notice about the layout of the text and illustrations on page 315? How does your eye travel around the page?
6. What does Uncle Sebastian mean when he says his company isn't 'shipshape'? Have you heard this phrase before? (page 321)
7. *Silver is irresponsible and foolish.* Do you agree with this statement? Why? Why not?
8. How has Silver changed and developed during the story? What important lessons do you think she has learned?
9. Which of these do you think is the most important theme in the story? *friendship, being yourself, greed, jealousy, found family, equality.*
10. Describe each of these characters in the story using one word only and explain your word choice: *Silver, Yana, Uncle Seb, Paula, Mum, Pedru, Snooty Simon...*

EXTRA ACTIVITIES

Silver is going to be learning about looking after the planet. In small groups, **carry out research into how humans are threatening the ocean.** What can we do to protect our oceans? You may wish to explore the work of French artist Mlle Hipolyte. Her paper sculptures examine how coral reefs are being affected by pollution and rising temperatures. Perhaps you can create your own.

What can you discover about the famous cruise ship, the Titanic? You could find out how it was made, create a timeline of its fateful journey, explore what kind of food might have been served on board, and compare what life was like for first, second and third class passengers.

What might happen in a sequel to this story? In a small group, **plan a new adventure for Silver.** What crime might she try and solve? You could create a map showing which places the cruise ship might visit, or plan and draw a storyboard of the events. Afterwards, you could have a go at writing the first chapter to your sequel.

