



**PERFECT FOR:**

Underwater adventurers in years 2-3; discussing the themes of friendship, bullying and starting a new school; creative writing including leaflets and recipes; learning about underwater creatures and the environment; and more!

**KEY FOR CROSS-CURRICULAR OBJECTIVES:**

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

Science

Maths

Geography

Design Technology & Art

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# WEEK 1 (CHAPTERS 1-4) 'NATURE, CANERE, ESSE'

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></ul> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>- Create a map of an imaginary setting.</li></ul> <p><b>Maths</b></p> <ul style="list-style-type: none"><li>- Use a Venn Diagram to compare and contrast main characters.</li><li>- Use mathematical vocabulary to describe position, direction and movement</li></ul> <p><b>Writing to Entertain</b></p> <ul style="list-style-type: none"><li>- Create a Mermaid Restaurant menu, describing the types of food you might cook and eat in the ocean.</li></ul>	<ol style="list-style-type: none"><li>1. Create a spider diagram of words, themes, stories and ideas linked to 'mermaids'. What do you already know about mermaids? Do you know any stories about them?</li><li>2. Before beginning, spend some time exploring the front cover. What can you see? Who do you think the main character is? What might happen at a mermaid school?</li><li>3. Why is the mermaid school so well hidden? (page 1)</li><li>4. Why does Marnie have a 'fluttery tummy'? What might she be thinking and feeling? Do you remember how you felt on your first day of school? (page 4)</li><li>5. What does 'some rules are meant to be broken' mean? Do you agree? Should we always follow the rules? Is it ever right to break them? (page 7)</li><li>6. Why might the author have used the verb 'clung' instead of 'held' on page 10? What does it suggest?</li><li>7. Look at pages 22 and 23. What are your first impressions of Lady Sealia? Can you describe her in three words and explain your word choice?</li><li>8. Why might humans be a threat to mermaids? (page 27)</li><li>9. Marnie is an arrogant show-off. Do you agree? Why? Why not? (page 31)</li><li>10. Why do you think Mum tells Marnie this particular story about Queen Maretta? Are there any similarities between the story and Marnie's experiences? (page 44)</li></ol>	<p>Using a grid with letters on the x-axis and numbers on the y-axis, create a map of the underwater setting, predicting what sort of places and objects you might find under the sea – coral reefs, a sunken ship, the mermaid school, etc. Now, write the co-ordinates of each place and try to use mathematical vocabulary to describe the position of places on your map.</p> <p>Create a fun Mermaid Restaurant menu of things the mermaids might eat under the ocean. For example, your menu might include Coral Crunch with cool seaweed milk! Use alliteration, illustrations and artwork to bring your menu to life.</p> <p>Use a Venn Diagram to compare and contrast Marnie and another character. How are they similar and different? Use evidence to support your ideas and add to your Venn Diagram as you continue to read. On the outside write down questions you have for them.</p>



# WEEK 2 (CHAPTERS 5-7) LIARS AND TATTLETAILS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> - Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p><b>Science</b> - Explore how animals are suited to their habitat. - Use a simple food chain to identify and name different sources of food.</p> <p><b>Creative Writing</b> - Use adjectives to describe an underwater scene and write a fish fairy tale.</p> <p><b>Drama, Speaking and Listening</b> - Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision.</p>	<ol style="list-style-type: none"><li>1. Do you think Orla is jealous of Marnie? What evidence is there in the story so far supports this idea? (page 52)</li><li>2. Look at, "'Good to know for when we eat the librarian," said Orla sarcastically.' Rehearse saying this out loud, thinking about your expression and how to capture Orla's personality. (page 54)</li><li>3. Write a dictionary definition of these words and try and use them in a sentence of your own: <i>barre, craggy, dawdling, vents</i>. (page 55)</li><li>4. Read to the bottom of page 55. Predict what Marnie will do. What advice would you give to her?</li><li>5. How does the illustration on page 58 help you understand how the characters are feeling?</li><li>6. What might Ms Mullet write on a warning scallop about Marnie's behaviour? (page 59)</li><li>7. What is different about Mr. Splendid? Why do you think he likes Marnie's aunt so much?</li><li>8. Why do you think 'Onetwothreefourfive' is written like this? What effect does it have? How should this be read? (page 70)</li><li>9. Read up to page 71. What do you predict has happened to Orla?</li><li>10. How is the word 'reluctantly' similar to the word 'slowly'? How is it different? Why are the mermaids swimming 'reluctantly'? (page 71)</li></ol>	<p>Miss Tinkle is an octopus. Conduct research into an octopus and find out about their appearance, diet and how they have adapted to their environment. Now, create a food chain for an octopus. Can you create food chains for any of the other sea creatures mentioned?</p> <p>Before she goes to bed, Marnie's mum tells her a story about the brave Queen Mareta. Using the conventions of a fairy tale, write your own story about the mermaid queen. Think carefully about how you can use adjectives to describe your underwater setting and remember to include a beginning, middle and end.</p> <p>Look at page 55 - what should Marnie do? As a class, create a Conscience Alley. One side should be voices persuading Marnie to sneak into the stables. The other side should persuade Marnie to ignore Orla. Take it in turns to play Marnie walking through the alley of voices. Write a paragraph about your feelings and decision.</p>



# WEEK 3 (CHAPTERS 8-11) MARNIE TO THE RESCUE!

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Be introduced to non-fiction books that are structured in different ways.</li> <li>- Sequence the main events in a story.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Write a friendship recipe using time conjunctions.</li> <li>- Create a set of instructions and rules, using brackets to add extra information.</li> <li>- Create an informative, persuasive leaflet about how to look after the oceans.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Explore a range of moving picture books.</li> <li>- Create a new page for the book, considering how to illustrate, present and frame your work.</li> </ul>	<ol style="list-style-type: none"> <li>1. Have you done anything you regret because you were worried? What happened? Did it get resolved? (page 78)</li> <li>2. Re-tell the story of how Marnie gets in trouble at school in three sentences. Can you do it in one sentence now? (page 78)</li> <li>3. Do you think Pearl is sad about her mum working away from home? Why? Why not? (page 81)</li> <li>4. Why do you think Aunt Christabel blushes on page 82? What might she be thinking? What might her reasons for swimming to East Lagoon Rocks be?</li> <li>5. Look at the illustration of the Radio SeaWave Studio on page 83. Can you label it with adjectives and descriptions?</li> <li>6. How do you think Marnie has grown, changed and developed as a character over the course of the story?</li> <li>7. What do you think Orla has learned? (page 116)</li> <li>8. Who do you think Arthur is and why? Are there any clues in the illustration? (page 120)</li> <li>9. Order these events from the story from 1-3: Marnie learns that Orla is lost in a hurricane and rushes to save her; Marnie begins mermaid school and is very nervous; Orla bullies Marnie and treats her badly.</li> <li>10. Which of these do you think is the most important theme in the story? Can you order the themes from most to least important? <i>Bullying, friendship, long-lost love, singing, starting school, following rules.</i></li> </ol>	<p>Create an underwater recipe for friendship. Remember to include measurements, labelled steps, time conjunctions and a list of ingredients. You could start like this: <i>First, take a shell filled with love and sprinkle it into the pot...</i></p> <p>What rules might you expect to find in a mermaid school? Work in small groups to create a set of funny rules for Marnie’s new school. You could even try and use brackets to add extra information. For example: <i>Never use your voice to scare or lure humans onto dangerous rocks...</i></p> <p>Create a colourful persuasive leaflet about how we can look after the oceans and why many ocean animals are endangered. Discuss the issues of pollution and over-fishing.</p> <p>Create a page for a non-fiction book about mermaids – it could be about their appearance, habitat or adaptations.</p>