

HOPE JONES SAVES THE WORLD



JOSH
LACEY

ILLUSTRATED BY
BEATRIZ
CASTRO

SCHEME OF WORK

PERFECT FOR:

Students aged 8+; an inspirational story of one girl's fight against plastic; persuasive letters; poetry; representing plastic usage using bar graphs and pie charts; writing blogs; drama and role-play; biographies; and exploring different environmental issues.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Maths

Computing

PSHE and Citizenship

Art & Design Technology

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Predict what might happen from details stated and implied. - Draw inferences, such as inferring characters' feelings. - Identify how language and structure contribute to meaning. <p>PSHE and Citizenship</p> <ul style="list-style-type: none"> - Have a class discussion about how to stay safe online, presenting your ideas and tips as a poster or PowerPoint presentation. <p>Computing</p> <ul style="list-style-type: none"> - Plan, write and record a vlog. - Understand how to use technology safely, respectfully and responsibly. <p>Maths</p> <ul style="list-style-type: none"> - Create a graph to show the results of a plastic hunt. 	<ol style="list-style-type: none"> 1. Before beginning, create a spider diagram of words, themes, pictures and ideas linked to 'pollution'. 2. Read the book up to page 5. The story is written in a blog format. What are the features of a blog? How is a blog similar and different to a diary? 3. Hope is caring and kind. Do you agree with this statement? Why? Why not? Use evidence from the story! (page 13) 4. What are your first impressions of Mr Crabbe? Do you like him? What does his name suggest about him? Predict what role he might play in the story. (page 19) 5. Why do you think the author repeats the word 'plastic' on page 21? What effect does it have? 6. Read page 30. Do you think Mr Corrigan and Mr Schnitzel will reply? What might they say? Have a go at writing a letter to Hope from them! 7. Why do you think Hope is crying on page 33? What might she be thinking and feeling? 8. Use the information on page 49 to explain and summarise the positive and negative effects (and uses) of plastic. 9. How do you think Hope feels about Harry's auntie? How does Harry' auntie inspire Hope? (page 51) 10. Does Hope remind you of anyone you know or any other characters in stories, poems or films? Can you describe her in three words? 	<p>When Hope starts her blog, her mum and dad are worried about 'nutters' online. What do you know about how to stay safe online? Create an engaging poster or PowerPoint presentation to teach children how to be sensible and safe when using the internet, apps and video games.</p> <p>Use pages 6 to 10 to write your own introduction to a blog. Include information about you, your family, pets, and pictures and photos too. Which information would be sensible to share and which information should you keep private? Remember to write in a friendly and chatty tone. Perhaps you have a school website where you can safely upload and post your blogs?</p> <p>Go on a plastic hunt and record how many plastic objects you find throughout your home in each room. Now turn your results into a bar graph or pie chart. In which room did you find the most plastic? Why might this be? What alternatives and solutions can you think of to reduce your family's consumption and use of plastic?</p>

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<p>Reading: Comprehension - Use dictionaries to check the meaning of words and understand words in context. - Retrieve and record information.</p> <p>Writing to Entertain and Inform - Write a persuasive letter using suitable language devices needed for this type of writing.</p> <p>Drama, Speaking and Listening - Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision.</p> <p>Writing to Inform - Research a historical figure and write an engaging biography about their life.</p>	<ol style="list-style-type: none"> 1. Dad works with people 'who love the sound of their own voices'. What does this mean? How might someone like this behave? (page 54) 2. Write a definition of the following words from pages 56 to 59: <i>cynical, defeatist, predicament, remit</i>. Can you use them in a sentence of your own? 3. Role-play the conversation between Hope and Mr Schnitzel on page 59, thinking about their facial expressions and body language. 4. Find and copy a word on page 60 that is similar in meaning to 'disruption' or 'trouble'. 5. How does the illustration on page 60 help us understand what the police officers are feeling? 6. Look at the hashtags used on page 68. What do you think they mean? Can you think of any other hashtags to accompany the photograph? 7. Look at page 73. How is the relationship between Finn and Hope developing as the story progresses? 8. How is the verb 'staring' similar to the word 'looking'? What does it suggest about Mr Schnitzel? (page 77) 9. How is Brendan encouraging environmental awareness? (page 90) 10. The school's values are resilience and persistence. Summarise all the ways in which Hope has shown these values so far throughout the story. (page 97) 	<p>Read up to page 70. Imagine you are Hope and then plan and write a persuasive letter to your headteacher, Mr Khan, encouraging him to use less plastic in school. Remember to include an introduction, facts and figures to support your arguments, rhetorical questions and a range of persuasive devices.</p> <p>Look at page 81 - what should Hope do? As a class, create a Conscience Alley. One side of the class should be voices persuading Hope to protest at the supermarket. The other side of the class should persuade Hope to go to the party. Take it in turns to play Hope walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.</p> <p>Research the life of Nelson Mandela, Mahatma Ganhi or Emmeline Pankhurst. Why do you think Hope is fascinated by their stories? Remember to describe their family, life and achievements.</p>

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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify and discuss the main themes in the story. - Create an Emotion Graph to track a character's thoughts and feelings. - Retrieve and summarise information from a passage and use it to inform writing. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning. <p>Art and Design Technology</p> <ul style="list-style-type: none"> - Create a class display, using mixed media, to encourage others to look after the planet. 	<ol style="list-style-type: none"> 1. Summarise pages 106-109 in six sentences. Now try to summarise them in three. Can you do it in one sentence? 2. Hope says that 'technology is amazing'. Describe all the ways in which Hope's cause is aided by technology. (page 109) 3. Do you agree with Hope that it's especially grown-ups who are responsible for messing up the world and not taking responsibility for their actions? Why? Why not? (page 113) 4. Did you feel sorry for Mr Schnitzel when you read that Hope's protest was affecting his business? (page 128) 5. Can you use your mathematical skills to find the difference between the total number of plastic Harry's family has saved on page 137 and his first spreadsheet on page 100? 6. Use a table to summarise all the ways in which Hope has inspired the characters mentioned on page 164. 7. Has this story inspired you to change how you use plastic at all? What's the most interesting fact you've discovered while reading this book? 8. Do you think the character of Hope will appeal to readers? Why? Use examples from the story to support your ideas. 9. The main theme in this story is sacrifice. Do you agree? Why? Why not? What other themes are important? 10. What do you think Hope learns about herself, her friends and her family over the course of the story? How has she changed and grown? 	<p>Create an Emotions Graph to plot Hope's changing thoughts and feelings throughout the story. You may wish to refer to: <i>making her New Year's Resolution, finding plastic everywhere, discovering the history of Greenham Common, beginning her protests, the interview going viral, speaking in assembly, meeting Mr. Willow.</i></p> <p>Look at the poem <i>Extinct</i> by Mandy Coe. Discuss what you like and dislike about it, anything that puzzles you and what the poem reminds you of. How does it link to the story? Work in groups to perform the poem, thinking about using your voice, actions & instruments to convey the feeling of the poem.</p> <p>Create a colourful eco-friendly class display using mixed media with the title 'Save Our Planet'. What do these words mean to you? What pledges will you make to help? You could include stories, artwork, posters, diaries, poems and photographs in your display.</p>