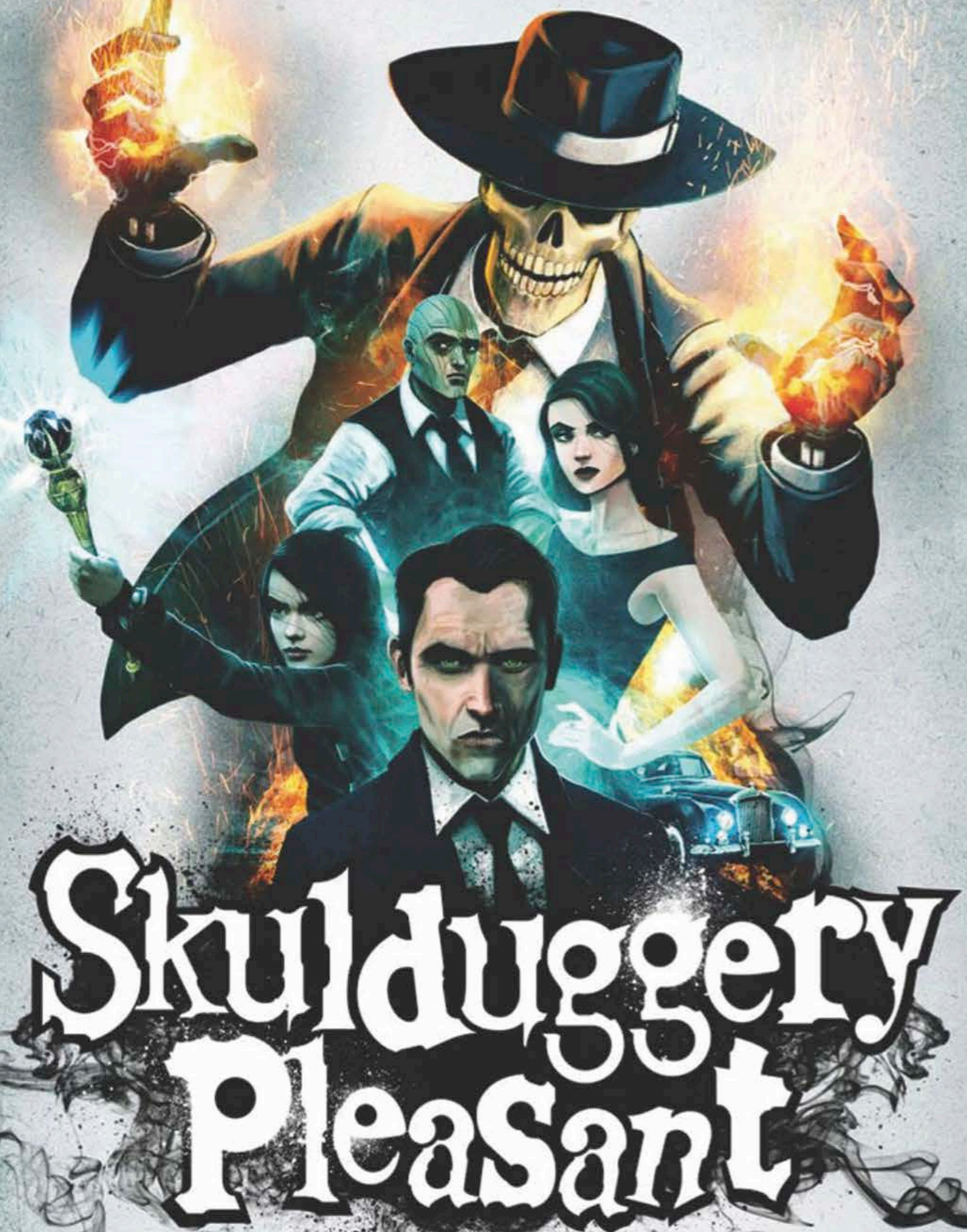


NUMBER ONE BESTSELLING AUTHOR

DEREK LANDY



THE DEAD FAMOUS BESTSELLER

SCHEME OF WORK

PERFECT FOR: Students aged 10+; a thrilling, ghostly story full of magic and mayhem; diary writing; spooky poetry; writing horror stories; drama and role play; writing magical spells; joining a brave girl and a wisecracking skeleton as they battle the forces of evil!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing; Writing to Entertain & Inform, Poetry
Drama, Speaking and Listening
Design Technology & Art
Physical Education
Music
Science
Geography

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WEEK 1 (CHAPTERS 1–5): LITTLE GIRL, ALL ALONE

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.

Poetry

- Interpret and perform a poem, using expression, actions and instruments to convey meaning.
- Write a poem in the style of Steven Camden.

Creative Writing

- Use a range of literary devices to create a description of a mysterious, strange character.

COMPREHENSION QUESTIONS

1. Spend some time exploring the front cover and predicting what the story might be about. Discuss the title of the book and see if that gives you any clues, too.
2. Read to the end of Chapter 1. What can you infer about the relationship between Stephanie and her uncle? Do you have any theories about who the strange man might be?
3. Read up to page 14. How would you describe Stephanie's family and her day to day life?
4. Is there anything in Chapter 2 that made you laugh? Are any of the characters particularly amusing? Why?
5. What do you think 'a little smile and a bow' suggests about Stephanie's mum? What might she be thinking and feeling? (page 23)
6. Read page 28. Do you think you'd like Gordon's books? Why? Why not? Have a discussion about the kind of things you enjoy reading.
7. Role-play the conversation between Stephanie and the strange man on page 34. How can you capture their personalities?
8. Read to the end of Chapter 4. Can you summarise Skulduggery's life in six sentences?
9. Do you believe China when she says she's a 'scatterbrain'? Do you trust her? (page 63)
10. What are your first impressions of Stephanie? Do you like her? Does she remind you of any other book characters?

EXTRA ACTIVITIES

Complete a Role on the Wall. Draw an outline of Stephanie. On the inside of your drawing, write down everything you learn about her in these chapters. On the outside, record any questions you might like to ask her.

Spend some time exploring the poem 'As I Watch' by Steven Camden. What do you like and dislike about it? You could perform the poem in groups! Use this poem to write your own poem, imagining you are Stephanie. What might she say about the people in her life? Perhaps she might write about her family after the funeral or what she thinks about Skulduggery Pleasant?

Spend some time reading the descriptions of Skulduggery Pleasant. What do we know about him? What don't we know about him? How does the author create an air of mystery and fear around him? Now, draw a picture of your own spooky, strange character. Can you describe them using some of the techniques you've explored and discussed? Think about that you might tell the reader and what you'll keep a secret!



WEEK 2 (CHAPTERS 6–10): THE GAL IN BLACK

SUGGESTED OBJECTIVES

Reading: Comprehension

- Define vocabulary, thinking carefully about its meaning and impact.
- Retrieve information.

Science

- Identify that humans have skeletons and muscles for support, protection and movement.

Design Technology & Art

- Use a range of materials to create a skull-themed piece of artwork.

Drama, Speaking and Listening

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

COMPREHENSION QUESTIONS

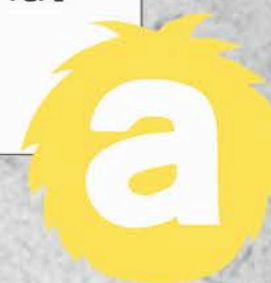
1. Write a dictionary definition of these words from Chapter 6: *barrelled*, *guttural*, *impervious*. Use them in a sentence of your own.
2. Why do you think Chapter 7 is written in italics? What impact does it have? How did you feel reading it?
3. Why might Stephanie think her uncle has been murdered? What do you think happened to him? (page 93)
4. Why do you think the tone of Skulduggery's voice changes slightly on page 94? What might he be thinking and feeling?
5. Do you agree with Ghastly in Chapter 8? Is Skulduggery being irresponsible? Should Stephanie be involved?
6. The answer is 'vampires'. What might the question be? (page 110)
7. Read Chapter 9 and then describe Tanith in three words. Explain your word choices to a partner.
8. Can you think of a name that would suit Stephanie? (page 122)
9. How are peace and fear linked to each other according to Skulduggery? (page 145)
10. How is the relationship between Stephanie and Skulduggery developing and changing as the story progresses? Use evidence from the story to support your ideas.

EXTRA ACTIVITIES

Stephanie is fascinated with how Skulduggery moves and how his anatomy is structured. After all, he is a living skeleton! Can you label the different bones of the human skeleton and find out their role in the body? You may also wish to make a 'moving' arm to show how it works and how antagonistic muscles, like the biceps and triceps, function.

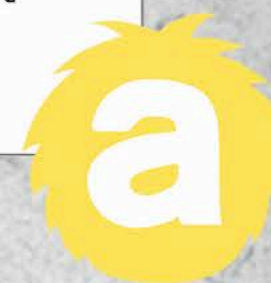
Look at page 81. What should Stephanie do? Return to the safety of her normal life or continue with her adventure? Create a Conscience Alley as a class to explore Stephanie's dilemma. Take it in turns to play Stephanie walking through the alley of voices. Write a paragraph exploring your decision and feelings.

There are a variety of famous skull paintings including 'Skull With Burning Cigarette' by Van Gogh, 'Pyramid of Skulls' by Cezanne, 'Death and Life' by Klimt, and 'Untitled Skull Head' by Basquiat. Use one of these paintings to inspire your own skull-themed artwork to show what you think Skulduggery looks like.



WEEK 3 (CHAPTERS 11–15): ELEMENTAL MAGIC

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - 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. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Plan and design a family crest. <p>Creative Writing</p> <ul style="list-style-type: none"> - Plan and write a chase-scene, using a range of literary devices to create tension. 	<ol style="list-style-type: none"> 1. 'Revenge' is a main theme in the story. Do you agree? Can you find examples throughout the story where 'revenge' is a key theme? 2. What does 'moved like a cat' suggest about the vampire? (page 162). 3. Use the information on pages 164 and 165 to draw and label a picture of the setting. 4. What is an Echo Stone and how does it work? Do you like the idea of them? Why might people want one? (page 170) 5. How does page 188 develop our understanding of Skulduggery? How are his feelings towards Stephanie changing? 6. Use the information on page 191 and your own imagination to draw a picture of the man. Who might he be? 7. Can you think of some other titles for the books which Stephanie might find? Make them as fun and magical as possible! (page 199) 8. Why do you think 'hesitation' flickers across China's face? What might she be thinking and feeling? 9. Read the poem 'Anger' by John Foster. How do you think it links to the story and characters so far? (page 204) 10. What do we learn about the relationship between Skulduggery and Serpine at the end of Chapter 14? Would you agree that Skulduggery is only motivated by revenge? 	<p>Create an Emotions Graph to plot Stephanie's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>breaking into the building, exploring the chamber, looking at the painting, escaping from the vampires, Skulduggery being kidnapped...</i></p> <p>Inside the chamber, Stephanie learns about family crests. What might be on your family crest? Think about the things that are important to your family and the values that you live by. Design and draw your family crest, using bright colours and bold, clear symbols. You could use a range of materials, too.</p> <p>In Chapter 12, the author creates an exciting, thrilling scene where Stephanie is trying to escape from the vampires. What literary devices are used to do this? Are there any words or phrases that are particularly effective? Plan and write a short scene where one character is trying to escape from another. Think about how you can make it frightening and tense.</p>



WEEK 4 (CHAPTERS 16–20): A FABULOUS RESCUE INDEED

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Retrieve information.- Identify evidence from the text to support theories and opinions.- Use clues to make predictions. <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>Physical Education</p> <ul style="list-style-type: none">- Perform a dance using a range of movement patterns. <p>Creative Writing</p> <ul style="list-style-type: none">- Create a magical spell or set of instructions, using imperative verbs and adverbs.	<ol style="list-style-type: none">1. How are the adjectives 'pungent' and 'smelly' similar and different? (page 212)2. Do you agree that Stephanie is a warrior? Is there any evidence so far to suggest she is? (page 213)3. Describe in one word how Stephanie feels on page 236 and explain your word choice to a partner.4. What does 'the scorpion stings the fox...' mean? How does this apply to China? What would you do about her? (page 240)5. Why did Gordon give the key to Fergus and Beryl? (page 243)6. Read Chapter 19. What do you think Serpine is planning?7. Imagine you are Stephanie's magical reflection and write an awkward conversation between yourself and Stephanie's parents. (page 247)8. Read pages 249–253 and then work in groups to turn it into a play script. Afterwards, you could act this scene out thinking carefully about your body language and facial expressions.9. Why do you think Stephanie decides not to tell her dad about making the shell move? (page 254)10. What do you think the most important piece of information is in Chapter 20? Can you retell this chapter from dad's point of view? How might this develop your understanding of him?	<p>What might Stephanie and Ghastly be thinking on page 224? 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>Create your own spooky dance inspired by the Hollow Men. Use a range of twisting, turning movements. Can you perform expressively, developing different ways of travelling and moving? You could listen to 'In the Hall of the Mountain King' or 'Danse Macabre' for inspiration.</p> <p>In Chapter 19, Serpine has mixed 'science with sorcery' to bring a dead Cleaver back to life. Imagine you are Serpine and write a magical, menacing spell or set of instructions to carry out your evil plan. Remember to include imperative verbs and adverbs. What might the 'liquid darkness' be made of? Think about how to make your writing as sinister and ominous as possible.</p>

WEEK 5 (CHAPTERS 21–25): THE SCEPTRE OF THE ANCIENTS

SUGGESTED OBJECTIVES

Reading: Comprehension

- Explore vocabulary and carry out role-play to understand the relationship between characters.

Writing in Role

- Empathise with a character by writing in role.
- Emulate a character's voice and personality.

Poetry

- Write a poem about a mysterious creature in the style of Ted Hughes.

Design Technology & Art

- Draw a picture of the Sceptre of the Ancients, focusing on line and pattern.

COMPREHENSION QUESTIONS

1. Were you surprised by Mr Bliss's behaviour? Did you suspect him? Have there been any clues in the story so far about what he's really been up to? (page 266)
2. Use the information on page 271 to draw and label a picture of the monster.
3. Read to the end of page 277. What might the 'vine' be? What do you predict will happen to Stephanie?
4. How does the author create a sense of tension and fear on page 218? Are there any words or phrases that are particularly effective?
5. Read to the end of page 286. Were you surprised to see China? What do you think she might be up to?
6. Role-play the conversation between Stephanie and Tanith on page 288, thinking about your body language and facial expressions.
7. What is the sceptre's weakness and how might Skulduggery and Stephanie turn it to their advantage? (page 293)
8. How has the relationship between Serpine and Mr Bliss shifted? Who do you think Serpine has set to cloud Skulduggery's judgement? (page 296)
9. What might be going through Ghastly's mind on page 281? How did you feel at the end of Chapter 25?
10. What might Stephanie be thinking and feeling at the end of Chapter 25? What advice would you give to her?

EXTRA ACTIVITIES

Can you re-tell the events so far from Mr Bliss's point of view? What might he say about the events and his motivation for betraying Skulduggery? How might he feel about Stephanie? Use this as an opportunity to explore Mr Bliss's personality further, perhaps making predictions about his relationship with China. Think about how you can capture his personality in your writing.

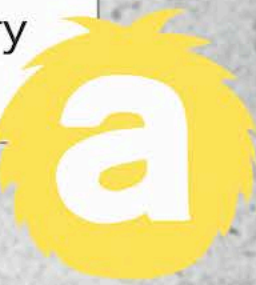
Spend some time exploring the poem 'The Thought Fox' by Ted Hughes, which describes something moving in the night. Use this poem as a template to write about the mysterious creature with tentacles at the beginning of Chapter 22. Think about how to describe the cave and the darkness, as well as the creature 'dripping with viscous saliva'.

Read up to page 218. What do you think the sceptre might look like? Spend some time collecting photographs and paintings of sceptres. Focusing on line and pattern, draw a picture of the sceptre, thinking about how you can make it look both ancient and magical.

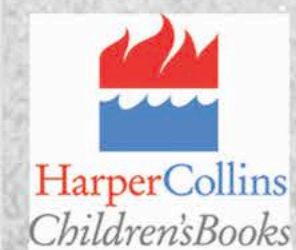
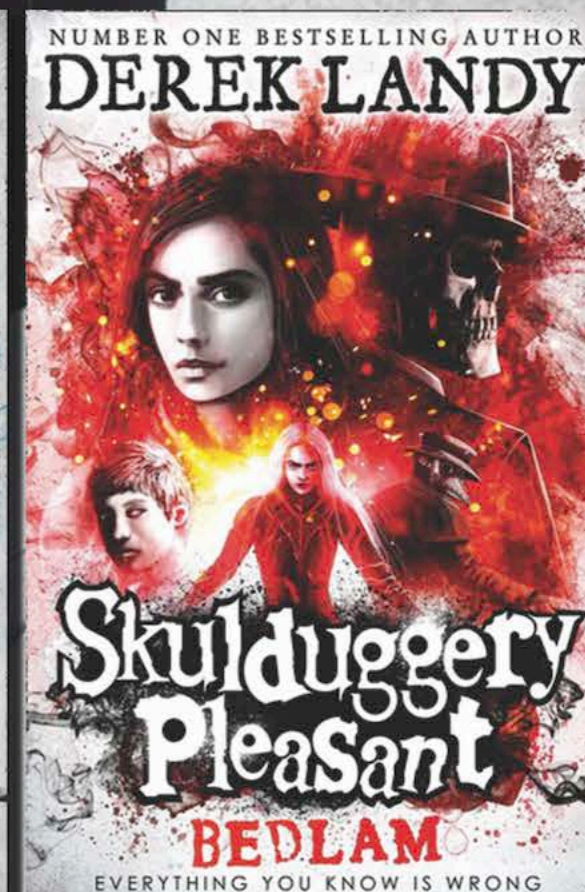
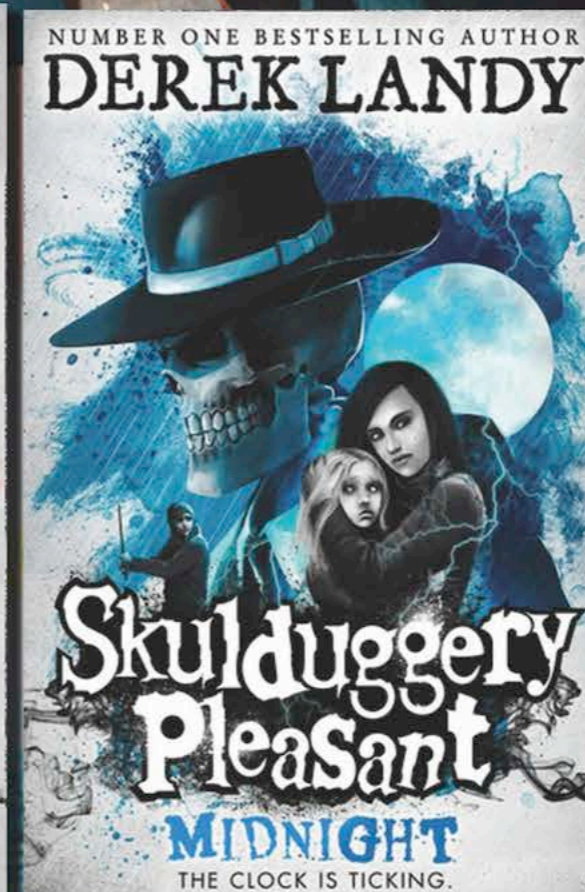
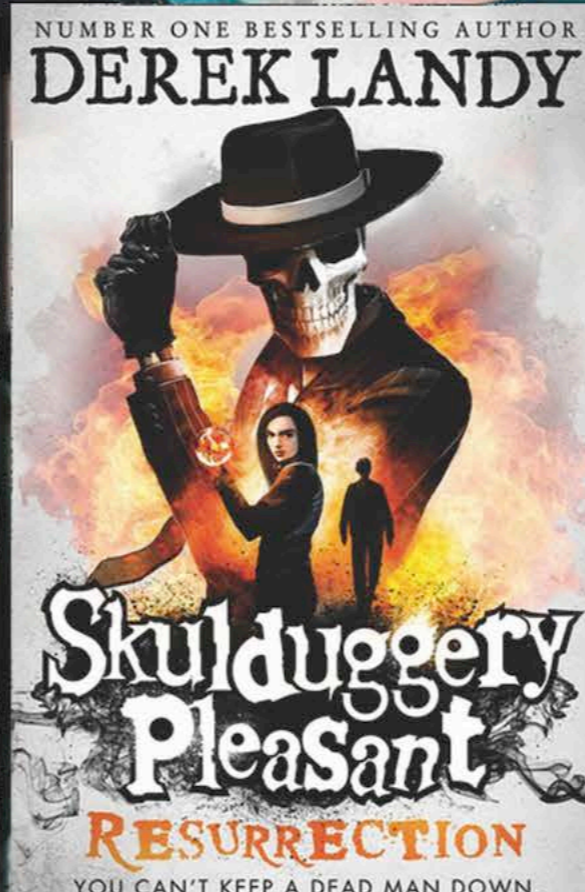
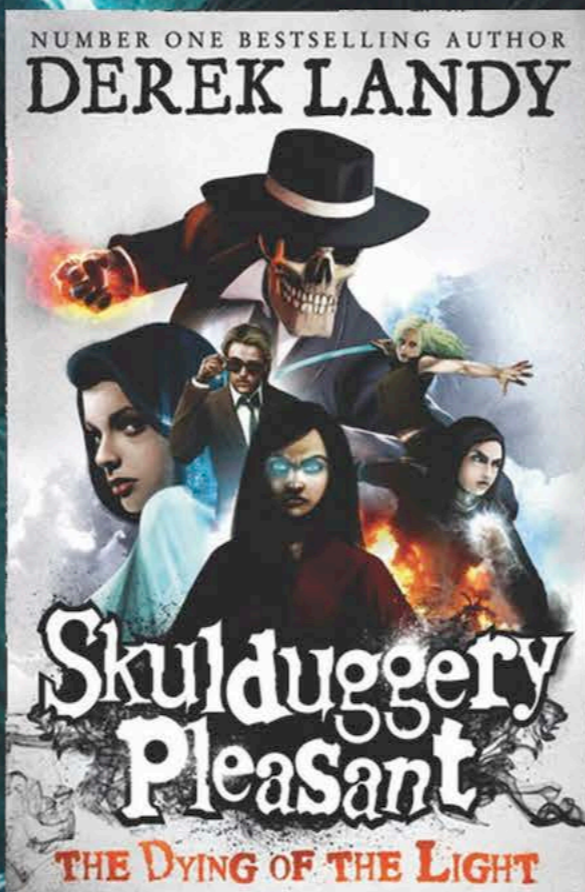
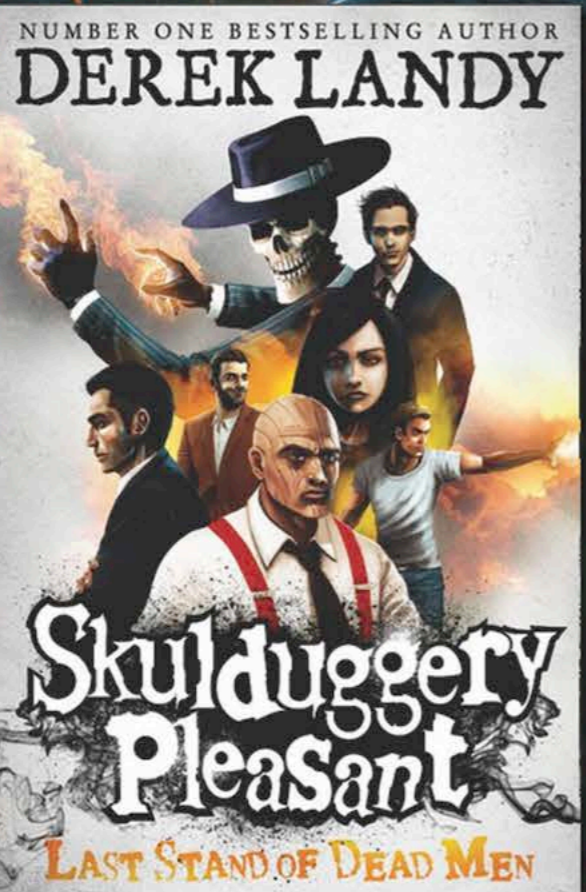
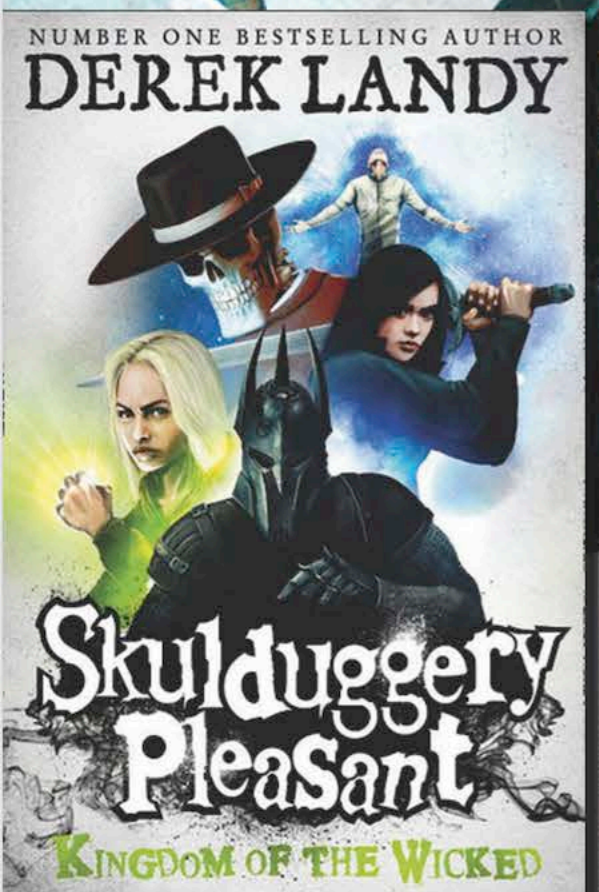
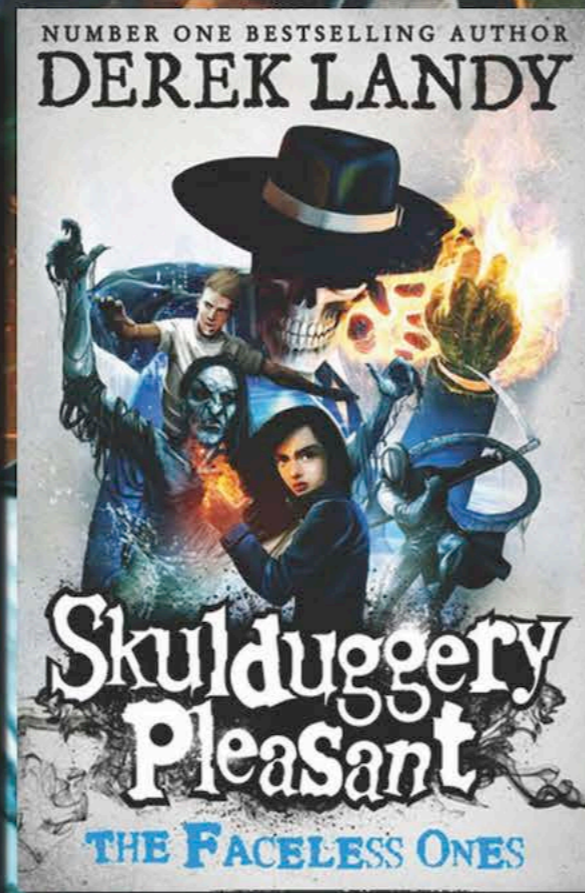
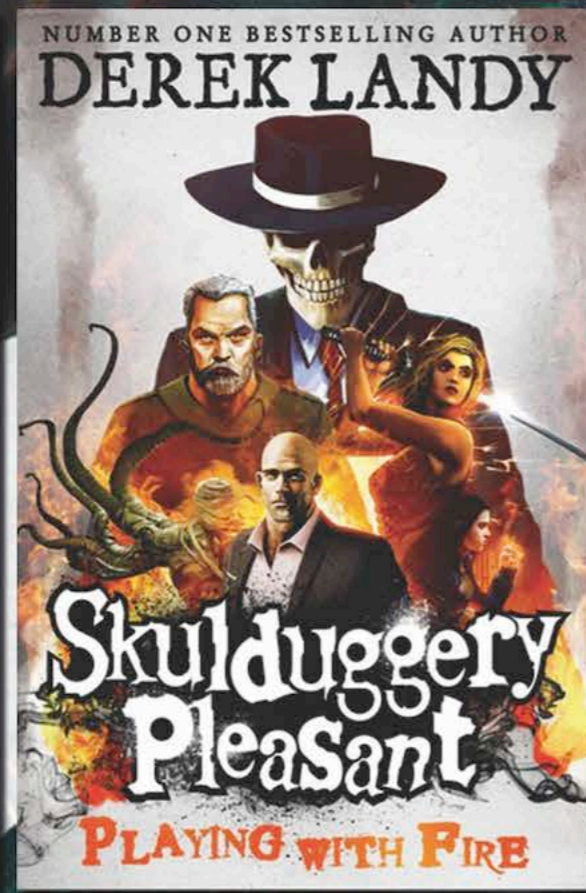
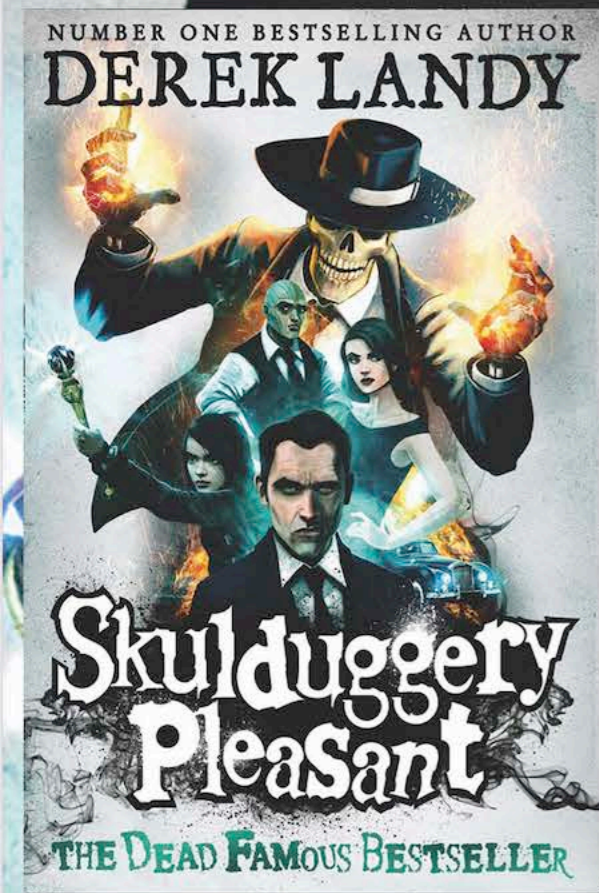


WEEK 6 (CHAPTERS 26–30): AN END, A BEGINNING

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Identify and discuss the main themes in the story.- Create character profiles.- Summarise information.- Make comparisons within and across books. <p>Writing in Role</p> <ul style="list-style-type: none">- Empathise with a character by writing in role.- Emulate a character's voice and personality. <p>Design Technology & Art</p> <ul style="list-style-type: none">- Create a colourful, engaging comic book to summarise a favourite moment from the story. <p>Creative Writing</p> <ul style="list-style-type: none">- Plan and write a spooky, horror story in the style of Skulduggery Pleasant.	<ol style="list-style-type: none">1. Summarise the events in Chapter 26 in six sentences. Now try and summarise them in three sentences, then one.2. Do you agree that Skulduggery is just 'babysitting' Stephanie? Why? Why not? (page 317)3. Skulduggery says there is 'no such thing as winning or losing'. What does he mean? Do you agree? What might this tell us about his personality? (page 319)4. Can you explain why Serpine has been after the Book of Names? (page 322)5. The author describes the door as hanging open 'like a gaping wound'. What image does this create in your mind? (page 325)6. Do you feel sorry for Mr Bliss? Do you think he got what he deserved? Is it possible to be a good person and do bad things? (page 342)7. Which of the characters do you think has changed the most over the course of the story?8. How has Stephanie 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? Think of examples in the story where each of these themes is pivotal: <i>grief, magic, friendship, greed, belonging.</i>10. Describe each of these characters in the story using one word only and explain your word choice: <i>Stephanie, Skulduggery, Tanith, Serpine, China, Mr Bliss, Ghastly.</i>	<p>Write a diary entry in role as Stephanie at the end of the story. How would she reflect on what has happened? What are the most important things she's learned about the world around her, magic, Skulduggery, her uncle, and how we treat others?</p> <p>In his masterclass, the author says that it was comic books that taught him to read. Choose a favourite scene from the story and turn it into a colourful, engaging comic strip. Think about your use of panels, speech and thought bubbles, and how your words and illustrations will work together.</p> <p>Think about what you find scary and turn this into your own scary horror story. Consider how you can create a sense of dread and terror. Perhaps the weather might help to create an unsettling atmosphere? Maybe you could bring your own mysterious characters to life? Illustrations might help, too! Try to keep your story short and succinct – no more than a page! Finally, create a class library of scary stories to share together.</p>



DISCOVER MORE BOOKS IN THE 'SKULDUGGERY PLEASANT' UNIVERSE...



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