



The HOUSE of SECRET TREASURE

Key Stage 2 Lesson Plans



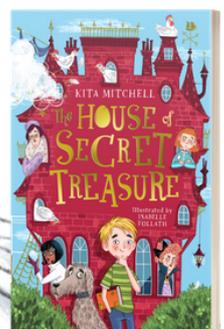
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Lesson Plan One – Lower Key Stage 2

Pupils should be taught to:

- Develop positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Understand what they read, in books they can read independently, by: Asking questions to improve their understanding of a text Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Objectives

- To describe the characters at Hogweed Hall
- To ask questions in a 'Who is it?' game about these characters
- To identify heroes and villains in the story

Outcomes

- Children will develop their understanding of the text and relationships between characters.
- They will increase their awareness of themes – such as the triumph of good over evil – in what they read.

Resources

- Prior reading of the book *The House of Secret Treasure* by Kita Mitchell

Supporting resource sheets

- Activity Sheet One: 'Who is it?' game template
- Activity Sheet Two: Heroes and villains

Lead-in

- On completion of reading the book, hold a class discussion about the story.
- Discuss the main characters and their motives.
- Identify key developments in the plot.



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Main Task

Activity 1:

Summarise children's observations and list the names of main characters on an IWB or large sheet of paper. Ensure all those that appear on Activity Sheet One are included: Mary, Mildred, Muriel, George, Jess, Dr Gupta, Mum, Boris.

Point out the useful adjectives that appear at the top of Activity Sheet One (self-doubting; competitive; hardworking; clumsy; scientific; kind; generous; greedy; sneaky; ashamed; loyal; adventurous; brave) and display these alongside the list of characters' names.

Provide each pupil with a copy of Activity Sheet One and ask them to write in the names of the characters using the picture clues to help them. They should then record the relationship between different characters; describe what each one is like – selecting appropriate adjectives from the list provided – and say what the character wants.

For example: Mildred, sister of Mary and Muriel, greedy and sneaky; wants the Constantine Ruby.

Differentiation: support pupils by providing worksheets prefilled with some of the characters' details, or challenge pupils to use a thesaurus to find other adjectives to describe each character.

Activity 2:

Tell pupils to work in pairs to play a 'Who is it?' game (based on Activity Sheet One). Explain that they should take turns selecting one of the characters on their sheet and answering 'yes' or 'no' to their partner's questions based on the information they have recorded about each one. Allow each pupil up to three turns (to maintain an element of suspense in the game).



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Activity 3:

Once the game is completed, draw the class back together and have a discussion about the characters identified. Encourage pupils to give examples of similarities and differences in their choice of adjectives compared to those of their partner. Challenge them to justify their selections using evidence from the story.

Activity 4:

Discuss the importance of the dodo eggs to the development of the plot – and what is revealed about different characters by their attitude towards these. Provide pairs of pupils with copies of Activity Sheet Two and ask them to decide whether each of the characters listed is a hero or villain, using evidence from the book to justify their choices. On completion of the worksheet, tell pupils to share their ideas with other pairs, discussing similarities and differences in their reasoning.

Differentiation: nominate one child to be the scribe in each pair, or challenge pupils to make a 'Wanted' poster for Mr Mason, listing as many examples of his villainy as they can.

Plenary:

Discuss the heroes and villains that the pupils identified in the previous activity. Encourage them to consider how good overcomes bad in the story and whether Mr Mason gets an appropriate come-uppance. Point out that Mildred and Muriel appear as villains at the start and ask pupils to decide whether the sisters have become heroes by the end – pupils should justify their ideas with evidence from the story.



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Who is it?

Complete the information box for each character connected to Hogweed Hall and then use your information to play a 'Who is it?' game with your partner.

Choose from a list of qualities to describe what each character is like: self-doubting; competitive; hardworking; clumsy; scientific; kind; generous; greedy; sneaky; ashamed; loyal; adventurous; brave.

Name: Relationship to other characters: What are they like? What do they want?	Name: Relationship to other characters: What are they like? What do they want?
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Heroes and Villains

We can tell a lot about the characters by their attitude towards the dodo eggs. Look at the name of the character on each dodo egg . Decide whether they are a hero or villain in the story and explain how you can tell.

<p>Mary:</p> <p>Hero/Villain</p> <p>Evidence:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>George:</p> <p>Hero/Villain</p> <p>Evidence:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	
<p>Dr Gupta:</p> <p>Hero/Villain</p> <p>Evidence:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Jess:</p> <p>Hero/Villain</p> <p>Evidence:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Mr Mason:</p> <p>Hero/Villain</p> <p>Evidence:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



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Lesson Plan Two – Upper Key Stage 2

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
Identifying and discussing themes and conventions in and across a wide range of writing
- Understand what they read by:
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Objectives

- To consider how the author uses inference to provide insight into the motives of characters
- To identify ways in which the main characters change as the plot develops

Outcomes

- Children will develop analytical skills to facilitate a deeper understanding of the text.
- They make comparisons of relationships and viewpoints between the characters and can explain why the book has the dedication 'for siblings everywhere'.

Resources

- Prior reading of the book *The House of Secret Treasure* by Kita Mitchell

Supporting resource sheets

- Activity Sheet One: Mildred and Muriel
- Activity Sheet Two: Siblings: rivalries and loyalties

Lead in

On completion of reading the book, hold a class discussion about the story. Identify the siblings – George and Jess; Mary, Mildred and Muriel – that appear in the story and encourage children to summarise their relationships.



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Main Task

Activity 1:

Ask pupils to consider the characters of Mildred and Muriel in more detail. Tell them to look back at Chapter 5 – when the sisters first appear at Mary’s memorial service – and at Chapters 12 and 13, when they visit Hogweed Hall.

Talk about how the author develops the reader’s suspicions about Mildred and Muriel’s motives through dialogue and descriptions of their behaviour.

Provide pairs of pupils with copies of Activity Sheet One. Tell them to look carefully at the examples of what Muriel says and how Mildred reacts. Explain that pupils will need to decide what Mildred is actually thinking on each occasion and to record this in the appropriate spaces on the worksheet. Point out that in the final box, they should explain why Mildred is encouraging her sister to speak rather than trying to keep her quiet.

Draw children’s attention to the page references that are given. They should use these to study the context in which each example appears in more detail.

Differentiation: nominate one child to be the scribe in each pair, or challenge pupils to find additional examples of Mildred and Muriel’s ulterior motives.

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Nominate one child to be the scribe in each pair, or challenge pupils to find additional examples of Mildred and Muriel’s ulterior motives.

Activity 2:

Once the worksheets have been completed, draw the class back together to have a discussion about Muriel and Mildred’s motives. Ask pupils to give examples of Mildred’s thoughts from their recordings on the sheet and relate these to what is later learnt about the sisters as the plot develops. Encourage children to consider how these characters change: at the beginning of the story, they appear to be villains – does our opinion of them alter by the end?



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Activity 3:

Recap on the siblings featured in the story and how they relate to one another. Draw pupils' attention to the dedication at the beginning of the book – 'for siblings everywhere'. Ask them to suggest why the author has made this dedication and relate it to the family rivalries and loyalties through which the plot evolves. Encourage children to make comparisons with their own experiences of siblings.

Activity 4:

Provide pupils with copies of Activity Sheet 2. Tell them to use examples from the text to complete the worksheet, detailing how the feelings of George, Jess, Mildred and Muriel towards their siblings change as the story progresses.

Differentiation:

Ask pupils to focus on one of the characters listed, or challenge them to make a fact-file about Martin – brother of Mary, Mildred and Muriel.

Plenary:

Hold a class discussion about the siblings in the story and how the feelings of characters towards their siblings change. Discuss whether family rivalries or loyalties are stronger in the end.



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Mildred and Muriel

We can learn a lot about Mildred and Muriel’s motives by comparing what they say with what they think. Look at these examples and use the spaces to explain Mildred’s thoughts.

What Muriel says	What Mildred thinks
<p>Muriel burst into tears. “Are you sure that’s the right will?”</p> <p>Her voice came out as a strangled squawk.</p> <p>“Because the one that we—”</p> <p>page 38</p>	<p>Mildred elbowed her sister hard.</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>“Oh yes. It’s been years ... “Years and years. Hasn’t it, Mildred? The night Father died, in fact. Oh, there was a terrible row —”</p> <p>pages 41/42</p>	<p>“We really must be off. It’s been charming to meet you all.”</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>“We have our suspicions -”</p> <p>page 77</p>	<p>“No, we don’t,”</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>“We don’t know for certain ... but Mildred and I think it was buried on Hornswagg....”</p> <p>pages 77/78</p>	<p>“Do drink your tea, Muriel.”</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>“...We adore children.” She nudged Muriel, hard. “Don’t we, Muriel?”</p> <p>.....</p> <p>.....</p> <p>..... page 83</p>	



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Siblings: Rivalries and Royalties

How do characters' feelings about their siblings change during the story?

Character	Beginning	End
George		
Jess		
Mildred and Muriel		

