

RESOURCE PACK FOR KS2



A **TIMELESS** novel for
anyone who's ever felt **LOST**



A timeless novel for anyone who's ever felt lost



"Give the man his own element on the periodic table of children's authors."
Alex O'Connell, The Times



"How I wish Christopher Edge had been writing books when I was growing up."
Piers Torday

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Secrets, spies or maybe even a monster . . . What lies in the heart of the wood?

Charlie, Dizzy and Johnny are determined to find out but when night falls without warning they become impossibly lost. Strange dangers and impossible puzzles lurk in the shadows and, as time plays tricks, Charlie starts to fear for the future . . .

What if this night never ends?

This is a gripping adventure about friendship and bravery by Christopher Edge, award-winning author of *The Many Worlds of Albie Bright*, *The Jamie Drake Equation* and *The Infinite Lives of Maisie Day*.

Explore the world of science and nature through story!

The Longest Night of Charlie Noon is suitable for teaching to children ages 9+. This pack is perfect for developing pupils' predictive reading skills, comprehension and inference, and exploring important themes in the story.



@edgechristopher

"Charlie, Dizzy and Johnny only live in the pages of this story, but their characters have been inspired by the bravery of countless people who helped to build a better world. Nobody gets to choose the time in which they live, but, as Old Crony says, we shape the future with every action we take. **Keep reading and change the world.**"

Christopher Edge, author of *The Longest Night of Charlie Noon*.

THE LONGEST NIGHT of CHARLIE NOON

#TheLongestNightofCharlieNoon



Contents



Extract 1: Nature (Chapter 3)

Objectives: Explore the themes in the novel and how they are represented on the front cover of the book; write a summary of initial ideas and predictions; create a visual representation of the book's setting; create a soundscape for a scene.

Subjects: Literacy: Reading Comprehension, Prediction and Inference, Design Technology and Art, Drama, PSHE, Music

Extract 2: Friendship (Chapter 10)

Objectives: Create a freeze-frame in groups of three to show the relationship and power dynamic between characters in a scene; discuss the importance of diversity and difference in friendship groups; write an acrostic poem about friendship.

Subjects: Literacy: Reading Comprehension and Inference, PSHE, Drama, Creative Writing: Poetry

Extract 3: Codes and Code-breaking (Chapter 7)

Objectives: Use problem-solving skills to crack a code in the book; write a list of instructions for cracking a code; research different types of codes through history; make predictions about the plot based on findings.

Subjects: Literacy: Reading Comprehension, Writing to Instruct, Maths: Problem-Solving, History

Extract 4: Confusion (Chapter 11)

Objectives: Draw the scene from the extract, depicting what is both described and inferred; re-write the scene in-role as a character; use sensory description in a piece of creative writing.

Subjects: Literacy: Reading Comprehension and Inference, Writing in Role, Creative Writing, Design Technology and Art



Lesson One: Nature



Extract One (Taken from Chapter 3, p. 30)

Spinning on my heels, I turn and run into the trees.

Ducking beneath the branches, I crash through the undergrowth, my heart thudding in my chest as I plunge into this shadowy world. Tangles of brambles appear out of the gloom, making me swerve as I dive between these clumps of shrubbery. My shoes slide into a swathe of wildflowers, their nodding heads obliterated beneath my pell-mell feet as I blunder wildly on. In the dim green twilight, the woods seem to stretch on forever.

Behind me, I hear the sound of someone else crashing through the undergrowth, but I don't dare glance back to see if this is Dizzy following my trail. Then the sound of a triumphant howl, even closer now, gives me the answer I dreaded.

Old Crony's coming to get me.

My chest heaves as I hurdle a fallen tree trunk, my shoes almost slipping on the furry moss that carpets the ground. I take a sharp turn, dodging between a brake of trees, hoping that their maze of twisting branches will shield me from the monster's sight. I can't hear the sound of birds any more, just the whiplash crack of snapping branches as I thrash my way through the thicket. Thorns tear at my hands as I claw my way deeper into the woods. I can feel my blood, drumming wildly in my ears; each breath coming in a juddering gasp. Breaking free of the thicket, I glimpse a flash of red beneath my feet, then cry out in alarm as I realise it's a fox, half buried beneath the leaves. But the fox doesn't bolt at my cry and, as a cloud of buzzing flies rises from its mouldering fur, I quickly realise why. Beneath its shroud of leaves, the dead fox's sightless eyes stare into mine as if warning me that I'm next.

Lesson One: Nature

Discussion Questions:

- Where is Charlie, the narrator, in this extract? How does the author use the setting to reflect how Charlie is feeling?
- How does the author create the sense that Charlie is being chased?
- Can you identify moments of rising tension or panic in the extract? How does the author achieve this?
- Who or what do you think 'Old Crony' might be? How does Charlie feel about this character?
- Is nature described as something pleasant and gentle in the extract, or as something wild and frightening? Why do you think the author has chosen to describe nature in this way here?



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Lesson One: Nature



Activity 1: Themes in the Book

Subjects: Literacy: Reading Comprehension, Prediction and Inference

- Choose one of the following themes to discuss in pairs in relation to Extract 1. What sort of predictions can you make about the story of *The Longest Night of Charlie Noon*? What key themes can you guess? Can you match any key words and phrases to each of the themes listed?

1. Friendship
2. Nature
3. Time

- Now write a short paragraph to summarise your first impressions of the novel and its themes. Conclude with an opinion about the front cover. Who might the character in the image be and why might they be alone at the top of the tree, looking up at the stars?

Activity 2: Lost in the Woods

Subjects: Literacy: Reading Comprehension and Inference, Design Technology and Art, Music

- Re-read Extract 1 and pick out any key words and phrases that describe the setting of the woods. Make a list of these words and phrases until you have a Setting Word Bank.
- Use your Word Banks to create visual representations of the scene. Use different coloured pens, pencils, paper and crafting materials. How can you recreate the setting by focusing on colour and texture?
- Mount your scenes to create a 'Lost in the Woods' classroom display. You might even decorate the display with some of the key words and phrases that you listed at the beginning of the activity.
- Finally, create a soundscape to accompany your scene. Use musical instruments and sound effects to show the particular atmosphere that you have tried to capture.



Lesson Two: Friendship



Extract 2 (Taken from Chapter 10, p. 98)

“Charlie!”

I feel a hand on my shoulder and my head snaps up.

“Are you OK?” Dizzy asks, slowly pulling his hand away as he peers at me in concern.

I look down again and see the stone resting in the hollow of my hand. My fingers are dry, no trace of the mud I felt seeping through them only moments ago. The stone looks exactly as it did moments before. The same as it’s looked for millions of years. Solid. Unchanged.

I shake my head. I think I’m going mad.

“Are you OK?” Dizzy asks again, a real note of worry in his voice.

I let the stone fall from my fingers and hear it hit the ground with a clack.

“I’m fine,” I say, looking up to peer along the riverbank. “Let’s go.”

Dizzy hikes his school bag higher on his shoulder.

“If we follow the river this way,” he says, “then we should be heading west.

Eventually this should bring us out on to Chase Lane and we can follow that back to the village.”

Up ahead I see Johnny start to cross the wooden bridge that spans the river, his figure silhouetted in the silvery moonlight. As he reaches the centre of the bridge, he turns to glance in our direction.

“Come on!”

The sound of his voice cuts through the night.

Beneath the bridge I can see the brightness of the moon reflected in the water, so dazzling against the darkness.

I look up and see the moon is full.

I blink.

It wasn’t before.

Lesson Two: Friendship



Discussion Questions:

- How does Charlie feel in this extract? Why? How do you feel as a reader here?
- What is Charlie's relationship with Dizzy? How can you tell?
- What do you think Charlie is withholding from Dizzy?
- What is the dynamic between Charlie, Dizzy and Johnny? How do the different characters' personalities complement or contrast with each other?
- What can you tell about Johnny from his contribution in the extract? What type of character might he be?



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Lesson Two: Friendship



Activity 1: Relationship Freeze Frames

Subjects: Literacy: Reading Comprehension and Inference, PSHE, Drama

- What are the relationships described here between Charlie and Dizzy; and between Charlie and Dizzy, and Johnny? What do we mean by the term, ‘power dynamic’? What is the power dynamic in the scene? What makes you think this?
- In groups of three, recreate the scene that is described in Extract 2 by crafting a freeze-frame. One of you is Charlie, one of you is Dizzy, and one of you is Johnny. How can you convey the feelings of each character in the scene? How can you show the power dynamic between them? You should consider the following success criteria:
 - o Use body language and facial expressions to express emotion
 - o Use props in the classroom to recreate the setting
 - o Use your voice to read the lines and to emphasise key words and phrases
- Share your freeze-frames with the class. What do you learn from each other’s interpretations?

Activity 2: What makes a good friend?

Subjects: Creative Writing: Poetry, PSHE

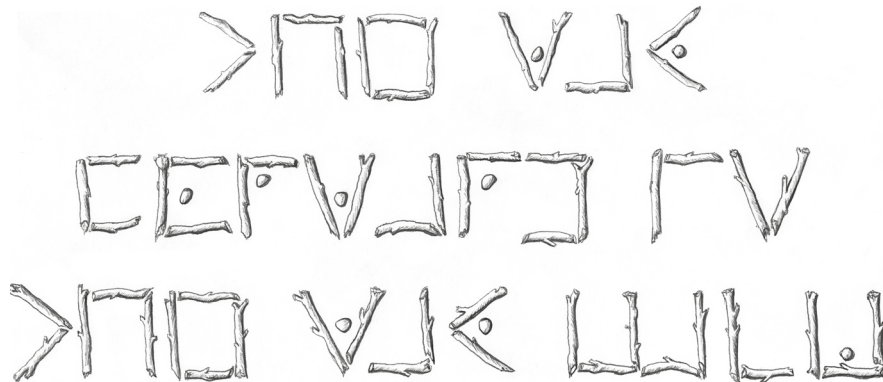
- Discuss in pairs the attributes of a good friend. What qualities should a good friend have? What attributes should a good friendship group have? Are these different? Why?
- What is the importance of diversity and difference in a friendship group?
- Create a profile of your own friendship group in which you consider the strengths of each person in your group. How are you all different? What different backgrounds, families and personalities do you all have?
- Write a poem about your friendship group using the words ‘diversity’ and ‘difference’ as inspiration. You can even use your your choice of these words to create an acrostic poem (where the first letter of each line spells out a word).



Lesson Three: Codes and Code-breaking

Extract 3 (Taken from Chapter 7. p. 65)

“This is the Freemasons’ code,” Johnny says, resting the open book on his knee as we all crouch down to inspect the strange symbols laid out on the ground.



In the torchlight, the sticks and pebbles shine bone-white against the golden-green leaves.

“Aren’t the Freemasons some kind of secret society?” I say, remembering what I’ve read about them in one of my dad’s Sherlock Holmes stories.

Johnny nods his head solemnly.

“All the important people in our village are Freemasons,” he says, keeping his voice low as if he’s afraid of being overheard. “Doctor Hazell, Sergeant Burrows, even Twigg, our headmaster.”

The shadows are edging closer, but I can’t stop myself from smiling at the thought of Mr Twigg belonging to a secret society. He’s never mentioned this in assembly.

“My dad’s in charge of them all,” Johnny continues, his dark eyes gleaming in the torchlight. “He’s the Master of the Lodge and keeps all the Freemasons’ secrets written down in this code.”

I glance down at the symbols on the ground.

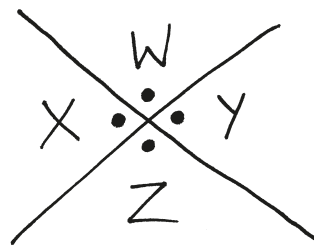
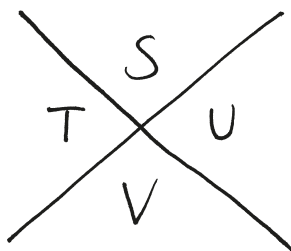
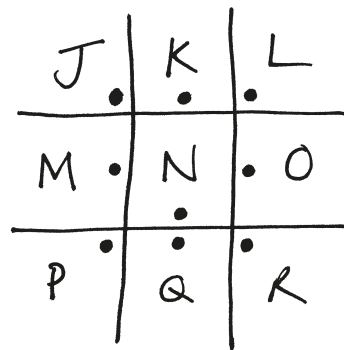
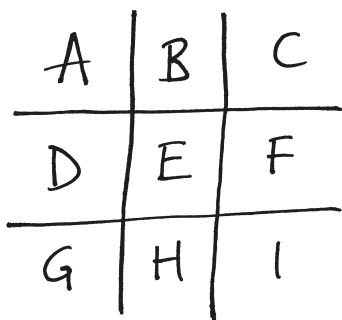
“Tell us what this says then.”



Lesson Three: Codes and Code-breaking

Extract 3 Continued

Johnny hesitates for a second, the pencil twitching nervously between his fingers, before he starts to sketch out a grid on the page. It looks like he's getting ready for a game of noughts and crosses, but then Johnny draws the same grid again, this time placing a dot in each square. Beneath these grids he draws two crosses, adding more dots to the second of these.



“In the Freemasons’ code, each letter of the alphabet is shown by the part of the grid that it’s found in,” Johnny says, filling in each of the blank spaces he’s made with a different letter until the alphabet is complete. Looking up from the page, Johnny points at the first symbol on the ground: two sticks laid out in the shape of an arrowhead.

“This is the letter ‘T’,” he explains, holding up the book and tapping the page where this symbol can be found.

“So what do the rest say?” Dizzy asks.

Lesson Three: Codes and Code-breaking

Discussion Questions:

- How do Charlie, Johnny and Dizzy feel about finding the ‘strange symbols laid out on the ground’?
- Why is the description of the symbols as ‘bone-white against the golden-green leaves’ effective?
- What sort of atmosphere is created in this extract? How?
- Why does Johnny keep ‘his voice low’? How does Johnny feel in the extract? Why do you think this is?
- Find a list of words or phrases that suggest that Johnny is more nervous than the other characters here.



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Lesson Three: Codes and Code-breaking

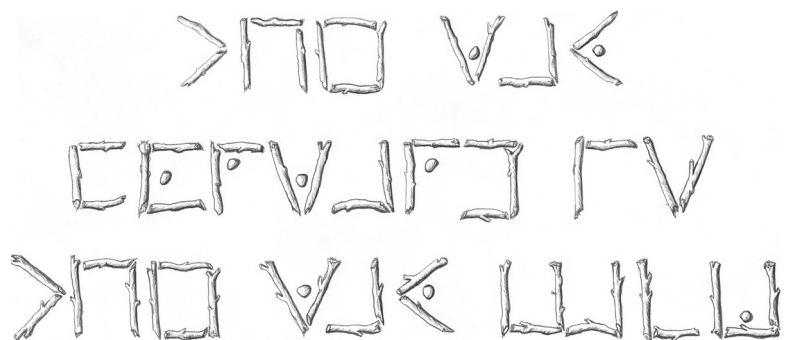
Activity 1: Can You Break the Code?

Subjects: Literacy: Reading Comprehension, Writing to Instruct, Maths: Problem-Solving

- Use the code on page 67 to crack the meaning of the 'strange symbols' that Charlie, Dizzy and Johnny find on page 65. Can you crack the code?

A	B	C	J	K	L
D	E	F	M	N	O
G	H	I	P	Q	R

T	S	U	X	W	Y
				Z	



- Write a list of instructions about how to use the symbols to break the Freemasons' code, according to Johnny's description in the extract.
- Split the class up equally. Each group should write their own sentence in code, swap with another group and crack each others' codes.

Activity 2: Different Types of Code

Subjects: History

- There are several different types of codes mentioned in *The Longest Night of Charlie Noon* – including the Freemasons' Code (which is also known as the pigpen cipher), Morse Code, and the Enigma Code. Carry out some research into each of these different types of codes. In what contexts have the different codes been used throughout history?
- Create a chronological timeline on which you can then plot the different types of codes in the story. What clues can you gather about the events in the story from this timeline?



Lesson Four: Confusion



Extract 4 (Taken from Chapter 11, p. 102)

Johnny's head is tilted back, his mouth barely above the surface of the water. As his eyes lock on to mine, Johnny's flailing arms reach towards me and I have to push him away to stop him from dragging me under.

"Stop panicking," I say, desperately treading water as the waves swell around us.

"Can't swim," Johnny gasps, his eyes wide with terror. "Legs – stuck."

He swallows another gulp of water and I realise that he's drowning in front of my eyes.

"Help me."

There's only one thing I can do. Taking a deep breath, I duck my head beneath the foaming surface, peeling back the water with my hands as I angle my body downwards, then kick as I dive down to find out what's trapping Johnny. The freezing-cold water is churned into confusion and it takes me a second to work out what I'm seeing.

Legs kick out amid a tangle of netting, these twisting ropes snaring Johnny like a fish. But as I swim down to try to free him, I realise with a sudden lurch of fear that this can't be Johnny. Bubbles of air escape from my lips as I blink in blank confusion at the thrashing figure. This isn't a boy, but a man.

He's dressed in a browny-green uniform, the brass buttons on the front of his jacket shining amid the water's murk. I can't see the man's face, his head tilted back above the surface of the water, but as I glance down at the netting that's tangled round his brown leather boots, I know that if I can't free him, he'll drown. From somewhere above my head, I hear the sounds of muffled groans and howls, followed by a distant boom that thuds through the water. It sounds as if the world is falling apart. But I can't do anything about that now. My heart hammers in my throat as I try and pull the man's feet free from the twisted net. I'm running out of air, the roaring noise inside my head getting louder every second.

Lesson Four: Confusion

Discussion Questions:

- What is happening at the beginning of the extract? At what point does Charlie's understanding of what is happening change?
- How does the author create a sense of confusion in the extract? Pick out key words and phrases.
- Who do you think the 'man' might be? Does it matter?
- What can Charlie hear? What do you think the 'muffled groans and howls' might be?
- How does the author use sensory description to give the reader a full picture of Charlie's experience here?



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Lesson Four: Confusion



Activity 1: Above and Below

Subjects: Literacy: Reading Comprehension and Inference, Design Technology and Art

- Draw a horizontal line across a blank piece of paper to split it in half. Under the line, sketch an image of what is happening in Extract 4, according to Charlie's narration.
- On top of the line, draw what might be happening out of Charlie's field of vision. Consider the different sounds that are described in the extract – what could possibly be happening above the surface of the water?
- Share your ideas with your classmates. Remember: there are no right or wrong answers, just make sure that you can back up what you've drawn with evidence in the text.

Activity 2: Sensory Description

Subjects: Literacy: Reading Comprehension, Writing in Role, Creative Writing

- Re-write this extract as though Charlie is looking back at what happened and describing the scene. Use the following sentence starters to structure your writing:
 1. I could see
 2. I could smell
 3. I could hear
 4. I could feel
 5. I could taste
- Make sure to come up with as many different words, phrases and imagery to evoke the senses.
- Write your own descriptive scene using sensory description. It might be of a recent time in which you were near water or submerged in water, perhaps in the pool on holiday, in the sea – or even just caught in the rain! Use Christopher Edge's writing as a model for inspiration.



CONGRATULATIONS!

You have completed the Charlie Noon resource pack.

Remember to keep everything that you've learned in these lessons – it might come in handy if you ever get lost in time.

We would love to see your work!
Share with us @NosyCrowBooks #TheLongestNightOfCharlieNoon

Fantastic fiction inspired by science.
Don't miss Christopher Edge's other books!



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Alex O'Connell, *The Times*

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