



## 2 First steps

Read the text together and then encourage the children to discuss the following questions.

### 1 Who are the characters in this story? How are they different?

*Elliot and Virgo. Elliot is a human boy who lives on Earth in a farmhouse. Virgo is a female goddess who comes from Elysium in space.*

### 2 Where has Virgo travelled from? How did she get to Earth?

*Virgo has travelled from Elysium to Earth via constellation travel/in a shooting star.*

### 3 Who is younger, Virgo or Elliot? How old are they both?

*Elliot is younger. Virgo is 13974 years old and Elliot is a child, but the text does not tell us how old he is.*

### 4 Did you enjoy the story? Why? Why not?

Answers will vary depending on the children's own feelings about the text. However, they should be able to justify their response (e.g. *I liked the story because it's funny that Elliot keeps getting all the names wrong*).

## 3 Explore

- Most of the extract focuses on the conversation between Elliot and Virgo. The author uses integrated dialogue here to convey the characters of Elliot and Virgo and advance the action of the story. Discuss how Maz Evans uses reporting clauses to add to her character development (e.g. *said Virgo huffily; he sighed yet again; too tired to argue*).
- Discuss what Virgo represents and how she fits into the zodiac. The children could use their birthdays to find out their zodiac sign and research the god or goddess it relates to.
- Elliot is very kind and caring to a complete stranger. He invites Virgo into his home and gives her tea, biscuits and a place to sleep. Discuss how we can help people in need while staying safe. You may also wish to encourage the children to find a local charity or cause to support together.

## 4 Skills focus

See pages 32 to 33

Use the information from the **Skills guide** and the relevant **Skills graphic** to introduce the skill of inference.

- 1 Model the skill using the **Unit 8 Modelling slides** and the **Modelling inference** guidance on page 32.

- 2 The children can then attempt the **Inference** questions on page 36.

- 3 Finally, the **Mix it up!** questions on page 37 offer practice in a range of comprehension skills.

Answers and marking guidance for all questions are included on pages 32 to 33.

## 5 Where next?

- **Speaking and listening task:** Virgo talks about how Earth's polluted atmosphere caused her to land in the wrong place. The children could conduct a research project about the pollution in their local area and come up with steps to help reduce it (e.g. they could survey how their class travels to school; how many cars idle with their engines on outside the school gates; how much of the school's waste is burnt at landfill instead of being recycled). They could then use their results to run an assembly to educate their peers or parents and carers about the issue.
- **Writing task:** *Who Let the Gods Out?* refers to many gods and goddesses. The children could research a polytheistic religion of their choice, past or present, and create a guide to their choice of deity.

### Reading list

#### Fiction

- ▶ *The Girl of Ink & Stars* by Kiran Millwood Hargrave
- ▶ *Simply the Quest* by Maz Evans
- ▶ *The Tale of Troy* by Roger Lancelyn Green
- ▶ *Treasury of Greek Mythology* by Donna Jo Napoli

#### Class reads

- ▶ *Percy Jackson and the Lightning Thief* by Rick Riordan

#### Non-fiction

- ▶ *Groovy Greeks* by Terry Deary
- ▶ *Meet the Ancient Greeks* by James Davies
- ▶ *Myth Atlas* by Thiago de Moraes
- ▶ *Mythology* by Philip Wilkinson and Neil Philip

#### Poetry

- ▶ *Great Greeks* by Paul Perro
- ▶ 'To Asgard!' by Rachel Piercey (Linked text: [Unit 2](#))

#### Films

- ▶ *Percy Jackson & the Olympians: The Lightning Thief* (20th Century Fox, 2010)