



SCHEME OF WORK

PERFECT FOR:

Students aged 9+; a wintry, heart-warming tale that's perfect for Christmas time; learning about Norway; writing in role; drama and role-play; dance and movement; map work and research; writing animal-themed poetry; creating 3D models and maps of the setting; a magical story about a brave girl and her bond with a magnificent bear.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Analyse an author's style of writing and identify different techniques and vocabulary used. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand a character by completing a Role on the Wall activity. <p>Geography</p> <ul style="list-style-type: none"> - Locate places on maps and atlases. - Research a country's culture and traditions. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a wintry piece of artwork in the style of Claude Monet. 	<ol style="list-style-type: none"> 1. Before beginning, create a spider diagram of words, ideas and themes linked to 'family'. How are your own families similar and different? 2. How might the descriptions in Chapter 1 appeal to the senses? What atmosphere does the author create? 3. The narrator describes something 'growing inside my heart'. What does that mean? Do you have any dreams or aspirations growing in your heart? (page 6) 4. Use the information in Chapters 2 and 3 to compare and contrast the relationship between Thea and her father, and Thea and her mother. 5. Use the description on page 23 to draw and label a picture of the house. 6. Read to the end of Chapter 5. What are your first impressions of Inge? Do you like her? Why? Why not? 7. Can you explain why the bear falters and what this means? (page 39) 8. Can you explain what 'subdued by emptiness' means? How is Bear feeling? Why? (page 41) 9. Why do you think Lars is following Thea? (page 52) 10. What do you like about the story so far? What do you dislike about it? Is there anything that is puzzling or confusing you? Does the story, or any of the characters, remind you of anything? 	<p>Complete a Role on the Wall activity. Draw an outline of Thea. 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. In a different colour, you could imagine you are Thea and write her answers.</p> <p>Thea visits her father in Norway. What do you know about this country? Can you use a map or atlas to find its location? In small groups, carry out research into Norway's climate, food, flag, traditions and culture. Present your findings to the class. You may wish to create a colourful poster about Norway.</p> <p>Spend some time exploring <i>Snow Scene at Argenteuil</i> by Monet, considering his use of colour and texture. Using the descriptions in the story of the wintry woods, create your own piece of Monet-inspired artwork, showing the setting.</p>

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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Define vocabulary, thinking carefully about its meaning and impact. - Retrieve information. <p>Creative Writing</p> <ul style="list-style-type: none"> - Write about a special moment in your life. <p>Poetry</p> <ul style="list-style-type: none"> - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning. <p>Science</p> <ul style="list-style-type: none"> - Research and write a report about an animal's adaptations and habitat. - Create a food chain and understand the terms predator and prey. 	<ol style="list-style-type: none"> 1. Write a definition of the following words from Chapter 8: <i>festooned</i>, <i>vintage</i>, <i>absurd</i>. Can you use them in a sentence of your own? 2. What does the word 'pierced' suggest about the footprints? What image do you have in your head? (page 68) 3. Which words and phrases on pages 71 and 72 suggest the bear has not been well looked after? 4. Why do you think the bear backs away? (page 75) 5. Thea describes the shop as a 'haven'. What does this mean? Do you have any special places you like to visit? (page 76) 6. Can you explain why Thea feels 'connected to other storytellers'? (page 80) 7. Thea refers to the bear as 'my bear'. What does this suggest about her feelings? Why might she feel like this? (page 84) 8. Thea describes herself as having a 'sooty heart'. What does this mean? Do you agree with her? (page 89) 9. Imagine you are Thea on pages 93 and 94. Make a list of everything you can see, hear, taste and touch. 10. How is the verb 'sucked' similar to the word 'hid'? How is it different? What is Thea doing? What might she be thinking and feeling? (page 95) 	<p>On page 62, the author says that writers need to 'investigate and explore' to be able to write about something important. Write a story or poem about a special time in your own life. It doesn't have to be about the most exciting or adventurous moment, but a time in your life that you remember vividly. Remember that all of your experiences are worthwhile, even if you haven't found a bear in the woods!</p> <p>Look at the poem <i>My Mother Saw a Dancing Bear</i> by Charles Causley. Discuss what you like and dislike about it, anything that puzzles you and how it links to the story. Work in groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem.</p> <p>Plan and write a scientific report about a bear. How many different types of bear are there? Include information about their appearance, how they have adapted to their environment and what they eat.</p>

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<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>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>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Create a Conscience Alley to explore what motivates a character's decisions. 	<ol style="list-style-type: none"> 1. How is the relationship between Lars and Thea developing and changing as the story progresses? Use evidence from Chapter 13 to support your ideas. 2. Why does Thea refuse to visit Henry's workshop? Do you think this was the right decision to make? (page 106) 3. Why do you think Thea takes a 'tentative' step towards the bear? What does this tell us about what she might be thinking and feeling? (page 116) 4. Why do you think Henry agrees to finish work early? (page 123) 5. Thea is 'spiky with the accusation'. What does this mean? Have you ever felt like this? (page 126) 6. Read page 133. Do you think V knows about the bear? Does she suspect Thea? What makes you think this? 7. Use the information in Chapter 16 to explore how Thea and V are similar and different. Perhaps you could use a Venn Diagram to compare them. 8. What does the verb 'danced' suggest about how the bear is scratching himself? (page 140) 9. Why is 'my' written in italics? Can you read this sentence aloud, considering Lars's thoughts and feelings? 10. Telling and writing stories are main themes in the story. Do you agree? What do you think they might symbolise and represent? Can you find examples throughout the story where telling and writing stories are important? 	<p>Create an Emotions Graph to plot Thea's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>the uncomfortable dinner in Chapter 13, stealing the pie, eating and playing with the bear, confessing to Elissa, talking to V in the shop.</i></p> <p>What might Thea and Henry be thinking on page 106? 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>Look at page 112 when Thea steals the pie, and page 135 when Thea is considering telling V about the bear. As a class, create a Conscience Alley. One side of the class should be voices persuading Thea to behave in one way, while the other side persuades her to do the opposite. Take it in turns to play Thea walking through the alley of voices. Write a paragraph exploring your decision and feelings.</p>

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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify evidence from the text to support theories and opinions. - Use clues to make predictions. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand and empathise with a character's and express this through use of role-play. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Hold a class debate. - Plan and write a balanced argument, considering the features needed for this type of text. <p>Writing to Persuade</p> <ul style="list-style-type: none"> - Write a speech in role, considering the language choices you could employ to effectively persuade your listeners. 	<ol style="list-style-type: none"> 1. Thea says her father is 'like a piece of wood'. What does this mean? Do you agree with her? Do you think he will change? (page 150) 2. Read to the end of page 156. Do you think Thea will tell Lars the truth? What would you do? Do you think Lars can be trusted? 3. Lars makes 'saucer eyes' at Thea. What does this mean? Can you show a partner? How is he feeling? (page 158) 4. What might 'snapped a look' mean? Can you use this phrase to describe how Henry is feeling in one word? (page 162) 5. Why doesn't Mr. Prag like bears? What is motivating him to capture it? (page 165) 6. Read to the end of page 172. What do you predict Thea will say? Perhaps you could act it out. 7. Can you explain what a 'wild goose chase' is to a partner and use the phrase in a sentence of your own? (page 176) 8. Re-write the end of Chapter 21 from Henry's perspective, thinking about his thoughts and feelings. 9. How does the author make you feel sympathy for the bear on page 192? Which words and phrases are particularly effective? 10. Role-play a conversation on the phone between Elissa and one of her friends. How does she feel about staying inside? What are her thoughts about Henry? Does she have any idea about what Thea and Lars are up to? 	<p>In a group of five, re-create the events from page 158. One of you should play Thea, one should play Henry, one should play Lars, one Igne, and one of you should play Elissa. Perform the scene four times; each time considering another character's perspective. Think about how you will change your body language and voice each time.</p> <p>As a class, carry out a debate, discussing whether people should be allowed to keep animals for entertainment. One side of the class should take the role of a circus owner and consider the arguments supporting this, whilst the other side should summarise the arguments against this. When you have finished, write a balanced argument to explain your considerations.</p> <p>Mr Prag is doing a good job of 'scaremongering' people against the bear. Imagine you are Mr. Prag delivering a speech to the townspeople in V's shop. How can you persuade them to help you hunt the bear? Consider what language choices you could use.</p>

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<p>Reading: Comprehension - Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p>Physical Education/Dance - Create a wintry dance in pairs, thinking about using a range of movement patterns.</p> <p>Computing - Create a PowerPoint presentation with transitions and animations.</p> <p>Design Technology & Art - Create a piece of artwork in the style of Sandra Dieckmann, focusing on line and pattern.</p>	<ol style="list-style-type: none"> Find and copy a word on page 205 which means 'tiring' or 'faltering'. Explain why Thea feels both 'relieved' <u>and</u> 'weary' on page 206. The bear is described as a 'great lumbering monument of gentle wildness' on page 210. What does this mean? What image does this create in your mind? Read to the end of page 218 and predict what Henry might say. Role-play an imaginary conversation between Thea and Henry. Why do you think Lars looks 'ashamed' on page 224? What might he have said or done? What do you think the most interesting part of Chapter 26 is and why? Henry offers Thea his hat. What might this suggest about him? Are your feelings about Henry changing at all? (page 237) Freeze-frame the scene on page 247, thinking carefully about Henry's and Thea's body language and facial expressions. Use the information in the story so far to consider how Henry and Mr. Prag are similar and different. Use a Venn Diagram to compare and contrast them! Read to the end of page 249. What do you predict will happen next? Write the next paragraph in the story. 	<p>On page 204, the author describes how Thea and Lars try to mimic the movement of the bear. In pairs, spend some time listening to <i>The Snow is Dancing</i> by Debussy and imagining the scene. Work in pairs to recreate this wintry scene, imagining the crisp snowflakes and how the characters are moving.</p> <p>The book explores how Thea's Christmas traditions are different to her new family's. As a group, spend some time researching different Christmas traditions around the world. Present your findings to the class – you may wish to create a PowerPoint presentation, with transitions and animations, to support your research.</p> <p>Spend some time exploring the work of artist Sandra Dieckmann, considering how she uses line and pattern to create her illustrations of a range of animals, including bears. Using black fine line pen and watercolours, create your own bear-themed artwork in the style of Sandra Dieckmann.</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 character profiles, exploring how the characters have developed. - Retrieve and summarise information. <p>Poetry</p> <ul style="list-style-type: none"> - Explore a poem's structure and layout. - Write a poem in the style of Brian Patten. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a 3D model map of the setting. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Create a leaflet to inform readers about the work of World Animal Protection. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 29 in six sentences. Now, can you do it in three? What about one sentence? 2. Explain why Inge is blinking back tears. What might she be thinking and feeling? (page 255) 3. Inge says that Thea has a 'good heart' and is 'desperate to use it'. Do you agree? Can you find evidence that supports this opinion? (page 268) 4. Elissa 'tentatively' passed the strap under the bear. Why? Can you think of a synonym for this word? (page 274) 5. Read page 286. How does this moment in the story make you feel? Why? 6. Summarise in one word how Thea is feeling on page 292 and explain your word choice. 7. What is the difference between getting what you want and getting what you need? Can you explain in the context of the story? 8. Which character do you think develops the most during the course of the story, Thea, Henry or Lars? Why? 9. Which of these do you think is the most important theme in the story? Can you rank the themes from least important to most important? <i>Winter, family, nature, cruelty, trust, storytelling, change, traditions.</i> 10. Describe the following characters in one word and explain your word choice: <i>Thea, Lars, Henry, Bear, Mr. Prag, V, Inge, Elissa.</i> Perhaps you could create a Character Profile about each one, including illustrations. 	<p>Look at the poem <i>A Small Dragon</i> by Brian Patten, considering the layout. Now, use the structure of this poem to imagine you are Thea and write your own poem in the style of Brian Patten. Describe the first time you found the bear, what you fed him and where you sheltered him.</p> <p>Using the descriptions in the story and your own imagination, create a map of the setting. Remember to include Henry's house, V's shop, the woods, the bear's cave, and the cabin. You could use symbols to create a key for each place or even create a 3D map. When you have finished, use your model to re-tell the main events.</p> <p>There are a number of organisations around the world, like the one that Miss Anders belongs to, that support and rescue endangered animals. In small groups, spend some time reading the website for <i>World Animal Protection</i>. Can you create a colourful, informative leaflet showcasing the work they do and persuading people to donate to this charity?</p>