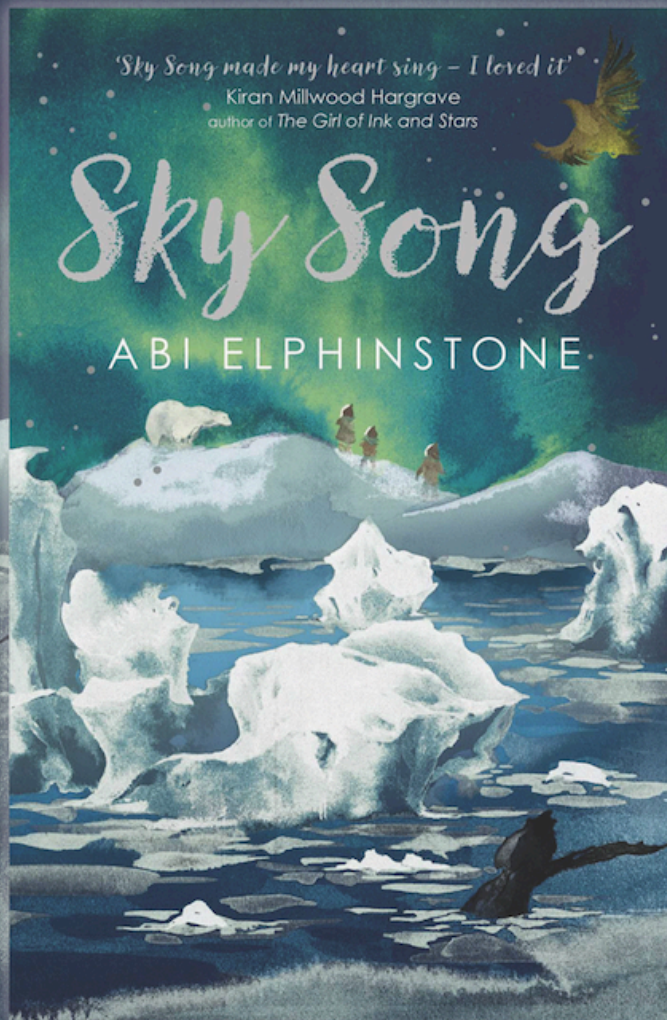


# Sky Song



## PERFECT FOR:

Spells and Poetry; World Continents; Settlements and Landscapes; Animals and Habitats and lots of icy, frosty art!

## KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Poetry; Reading comprehension; Creative Writing; Writing to entertain and inform; Explanation and recount texts  
Drama, Speaking and Listening

Design Technology & Art: Famous artists; Snowy scenes; 3D models

Science: Animals and their Habitats; Adaptation, Earth and Space; Light; Materials and their properties

Geography: Continents; Climates Around the World; Settlements, Map and atlas work; Rivers

Physical Education: Dance and Movement

Music: Listen to soundscapes, Write and create rhyming songs, work in groups to perform a composition

# Sky Song

## WEEK 1 (CHAPTERS 1–6): A LAND OF ICE AND SNOW



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> Draw inferences and justify them with evidence. Predict what might happen from details stated and implied.</p> <p><b>Geography</b> Use co-ordinates in all four quadrants, read six-figure grid references and understand the four compass points.</p> <p><b>Writing to entertain and inform</b> Select appropriate grammar and vocabulary, understand how choices change meaning.</p> <p><b>Drama, Speaking and Listening</b> Participate in discussions, performances, and role play/improvisation.</p>	<ol style="list-style-type: none"><li>1. What other stories do you know that have witches and Ice Queens in them? What sort of personalities do these characters traditionally have?</li><li>2. What might Eska have been thinking and feeling when she first woke up in the music box? Record your ideas in a thought bubble.</li><li>3. Describe the relationship between Flint and his brother, Tomkin.</li><li>4. Read to the bottom of page 18. What might Flint do to create a diversion?</li><li>5. Should Flint and Eska escape while they have the chance or go further into the palace to find Flint's Ma?</li><li>6. What role does the Camouflage Cape play in Chapter 4? Does it remind you of any similar devices in other stories?</li><li>7. Read page 36. What might the 'squeak of mittens tightening around the wooden bar' be?</li><li>8. Read Chapter 5. How do you think the Fur Tribe will react to Eska?</li><li>9. What 'surprising and unfortunate' things does Eska draw out of Flint?</li><li>10. Read Chapter 6. What role do you predict the golden eagle will play in the story?</li></ol>	<p>Look at the map of Erkenwald. Make a list of all the equipment you would take with you if you were visiting. How would you describe the landscape of The Nevercliffs? Where do the Fur Tribe live and why? Consider how the Groaning Splinters got its name and why the Tusk Tribe have settled close to Windrush River. Make a note of the direction you would travel to get from Winterfang Palace to The Driftlands. Why do you think no one has settled in the Driftlands?</p> <p>Write a persuasive speech to convince your tribe that you should settle in The Nevercliffs.</p> <p>Work in groups to perform the Ice Queen's spell. How can you make it sound frightening and magical? Can you convey the sense of the spell through your voice, volume, tone and expression? Use instruments or body percussion to accompany the spell.</p>

# Sky Song

## WEEK 2 (CHAPTERS 7–12): THE LABYRINTH AND THE WATERFALL



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> Retrieve and record information from the book and explore the meaning of words in context.</p> <p><b>Design Technology &amp; Art</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at a particular audience. Learn about great artists throughout history to improve painting techniques.</p> <p><b>Writing to entertain and inform</b> Identify the audience and purpose of the writing, and select the appropriate form.</p>	<ol style="list-style-type: none"><li>1. Write a dictionary definition of the following words in Chapter 7: 'instinctively' (page 54), 'hauled' (page 55), 'reluctantly' (page 59) 'hastened' (page 60). Can you use them in a sentence of your own?</li><li>2. Use the information in Chapter 7 to draw and label a picture of the secret world amongst the branches.</li><li>3. How is Blu different from everyone else in the tribe?</li><li>4. What is the name of Tomkin's second in command?</li><li>5. How does Inch help Eska in Chapter 9? How does Eska feel about him?</li><li>6. The Ice Queen's musk oxen are 'hexed'. What does the word 'hexed' mean?</li><li>7. In Chapter 9, The Ice Queen and her guards are attacked by Pebble. True or false?</li><li>8. Read Chapter 11. What advice would you give to Flint? Should he go after Eska? Is he to blame for her banishment?</li><li>9. 'There's more to being a hunter than being big and strong.' What does this mean? How does Eska show this to be true? Do you agree?</li><li>10. What name does Eska give the golden eagle and why?</li></ol>	<p>Re-read the descriptions of the Labyrinth and then design and label a model of it. How can you use a range of natural materials to create your model? What materials would be good to use, and how might you join them? How might you create the Swingery? Evaluate your finished product.</p> <p>Look at how different artists (Pieter Brugel, Kandinsky, Hiroshige, Edvard Munch, Claude Monet) have depicted snow and ice in their paintings. Create some frosty artwork in the style of one of these artists, based on the settings mentioned in the book.</p> <p>Identify the various features of an explanation text using 'Until I met Dudley' by Roger McGough and Chris Riddell. Write an explanation text for one of Flint's inventions. Include diagrams, time conjunctions, impersonal language, and use of the present tense.</p>

# Sky Song

## WEEK 3 (CHAPTERS 13–18): WHAT IS A TRIBE?



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> Discuss and evaluate how authors use language, including figurative language, and the impact on the reader. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p><b>Writing to entertain and inform</b> Identify the audience and purpose of the writing, and select the appropriate form.</p> <p><b>Science</b> Explain that we see things because light travels from light sources to our eyes. Observe that some materials change state when they are heated or cooled.</p>	<ol style="list-style-type: none"><li>1. Read page 98. Explain why the author has used 'ghost-like' to describe the snow hare.</li><li>2. How does the author develop tension and atmosphere on pages 100 and 101? What devices does she use?</li><li>3. What impression does the word 'torrent' (page 106) give of the melting ice and water?</li><li>4. 'The snow swallowed everything in its path...' (page 108) What literary device is this? Is it effective?</li><li>5. Appearance and birthplace are more important than loyalty and courage. Do you agree?</li><li>6. Read through Chapters 14 and 15. Highlight any evidence that suggests something is happening to Eska's voice.</li><li>7. What does Flint mean when he says, "I don't think people stop evil by staying hidden"?</li><li>8. Why does the author say, 'Someone or something was approaching' (page 121). What impact does it have?</li><li>9. Use the information in Chapter 16 to draw and label a picture of Whitefur.</li><li>10. Read Chapter 18. The author writes that the Ice Queen 'paced towards the window'. What does the verb 'paced' suggest about how the Ice Queen is feeling?</li></ol>	<p>Carry out some research into stars and constellations and how we can see them.</p> <p>Research the following animals: golden eagle, lynx, snow hare, narwhal, orca. Turn any notes into a non-chronological report, including information about habitat, appearance and how animals are adapted to their environment.</p> <p>Take three ice cubes. Put one in a bowl on its own. Put another in a bowl with salt and the final ice cube in a bowl with room temperature water. Which ice cube do you think will melt the fastest and why? How can you make the experiment a fair test? Use a graph or table to record your results.</p> <p>Write a rhyming song called 'The Legend of Whitefur'.</p> <p>Use a shoebox to create a 3D diorama of one of the settings mentioned in these chapters.</p>

# Sky Song

## WEEK 4 (CHAPTERS 19–24): THE LOST CHAMBERS



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> Draw inferences and justify them with evidence. Predict what might happen from details stated and implied.</p> <p><b>Design Technology &amp; Art</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p><b>Writing to entertain and inform</b> Identify the audience and purpose of the writing, select the appropriate form and use other similar writing as models for their own.</p>	<ol style="list-style-type: none"><li>1. What does Eska mean when she says she feels 'small' (page 143)?</li><li>2. What might Flint be thinking and feeling as they step out onto the Devil's Dancefloor?</li><li>3. Read to the end of page 151. Do you think Flint will rescue Blu? How?</li><li>4. Eska says, "Tears are really just a warm-up for courage." What does she mean? What does this statement mean to you?</li><li>5. Read to the end of page 159. How do you think the children will escape from Needlespin?</li><li>6. Read to the end of page 167. What do you think Pebble has found?</li><li>7. How is Blu changing as the story progresses? Use evidence from the text to support your answer.</li><li>8. Why are the Feather Tribe initially against Eska and mistrusting of her?</li><li>9. Read page 179. What has happened to Rook? What role do you predict she will play in the story?</li><li>10. What do you think Flint will use the snow-goose feathers for?</li></ol>	<p>Write a set of instructions entitled, 'How to look after an ice spider' or 'How to survive the wild in Erkenwald'. Use time conjunctions, bullet points, imperative verbs, sequenced steps and illustrations.</p> <p>In Chapter 23, Eska and her friends are trapped in cages in The Lost Chambers. Consider the scene and create a freeze-frame showing what the characters might be doing. Where might Rook and Jay be?</p> <p>Work in groups to recreate the ancient song about the Frost Horn from chapter 24. How might you perform it? What sort of melody and rhythm might the song have? What instruments would you use?</p> <p>The Feather Tribe has decorated the Lost Chambers with beautiful dream catchers. What are dream catchers? From which culture did they originate? Create your own using paper plates, coloured wool, beads, string and feathers.</p>

# Sky Song

## WEEK 5 (CHAPTERS 25–32): IN SEARCH OF THE FROST HORN



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> Retrieve and record information from the book and explore the meaning of words in context.</p> <p><b>Writing to entertain and inform</b> Identify the audience and purpose of the writing and select the appropriate form.</p> <p><b>Geography</b> Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, the water cycle.</p> <p><b>Music</b> Recall sounds with increasing aural memory.</p>	<ol style="list-style-type: none"><li>1. How does the moonflit react to Rook leaving the Feather Tribe?</li><li>2. Use a dictionary to write a definition of the following words: 'silhouette' (page 195), 'slathering' (page 201), 'anthem' (page 205), 'shaman' (page 205). Can you use these words in a sentence of your own?</li><li>3. Complete this sentence: To escape the Ice Queen's storm, the children find themselves hiding in a hut made of _____.</li><li>4. In Chapter 26, who saves the children from the twelve Tusk guards?</li><li>5. Use the information in Chapter 27 to draw and label a picture of the Grey Man.</li><li>6. How do Blu and Flint transform the igloo in Chapter 28?</li><li>7. How does the Grey Man help the children reach the Groaning Splinters?</li><li>8. Why does the narwhal bear the mark of the Sky Song? What is special about the narwhal?</li><li>9. Use the information in chapter 31 to draw and label a picture of Woodbird.</li><li>10. How does the Ice Queen plan to use Blu?</li></ol>	<p>Rivers play an important role throughout the story. Draw a diagram to show the different stages of the water cycle. Then, record the key features of a river system and understand the ways humans use rivers for trade and transportation. Draw a diagram of a river and label the following: source, tributary, meander, bank, drainage basin, delta, mouth.</p> <p>Turn the events in Chapter 26 into a play script. Make sure you include characters' names, followed by a colon on the left of the page, a new line for a new speaker, stage directions which use powerful verbs and adverbs, information about the setting and props, and notes about the use of lighting, music and scenery.</p> <p>When Eska finds herself alone in the Groaning Splinters, a pod of whales save her. Listen to some whale sounds and use them as a stimulus for a painting or poem.</p>

# Sky Song

## WEEK 6 (CHAPTERS 33–EPILOGUE): THE FINAL BATTLE



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> Draw inferences and justify them with evidence. Predict what might happen from details stated and implied.</p> <p><b>Writing to entertain and inform</b> Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p><b>Physical Education</b> Perform dances using a range of movement patterns.</p>	<ol style="list-style-type: none"><li>1. As Woodbird takes flight, Flint's face begins to 'glow'. What does this suggest about how he is feeling?</li><li>2. Read page 245. What might Eska be thinking and feeling as she presses the Frost Horn to her mouth?</li><li>3. Read to the end of page 247. What do you think Flint will see when he looks down?</li><li>4. How has Tomkin changed over the course of the story? Use evidence from the text to support your answers.</li><li>5. What are Blizzard Balls?</li><li>6. Read to the end of page 255. Where do you think Flint has gone? Do you think he is a coward?</li><li>7. Read to the end of page 258. What do you predict Eska will do now with the Frost Horn?</li><li>8. What might the Tusk Guards be thinking and feeling when they hear Eska's song on page 264?</li><li>9. What might Eska's Pa be thinking and feeling when he is reunited with his daughter?</li><li>10. 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>Courage, friendship, hope, good vs evil, nature, change.</i></li></ol>	<p>Write an explanation text describing how Flint's Woodbird works. Include a labelled diagram, formal language, the different stages of how it works and a catchy title.</p> <p>Create character profiles, including information about their personality, relationships, motivation and how they develop as the story progresses, for the following characters: Eska, Flint, Blu, Tomkin, The Ice Queen, Balapan, Whitefur.</p> <p>Write a newspaper article for The Erkenwald Times about the defeat of the Ice Queen.</p> <p>At the end of the story, the Fur Tribe re-enact a hunt through dance. Work in groups of six to devise your own dance to re-create the main events from the story. Use a range of twisting and turning movements at different levels of height to convey meaning.</p>