

'THE WAY PAST WINTER' SCHEME OF WORK



PERFECT FOR: Students aged 10+; a magical journey filled with adventure, mystery and tension; creative writing inspired by wintry landscapes; sibling relationships; exquisite examples of world-building; and a lyrical modern fairytale to be enjoyed by the whole class.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;
Writing in Role; Writing to Inform, Writing to Explain;

Poetry; Descriptive Writing

Design Technology & Art

Drama, Speaking and Listening

Geography

Maths

Science: Animals including Humans;
Plants; Magnets

WEEK 1 (CHAPTERS 1-5): THE HEART TREE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Use clues from the text to discuss its genre. - Infer the relationships between characters through their thoughts, feelings and memories. - Understand the author's intentions in writing. - Discuss the effect of figurative language on the reader. <p>Geography</p> <ul style="list-style-type: none"> - Compare and contrast one locality with another. - Draw conclusions on how weather and climate can affect way of life. <p>Poetry</p> <ul style="list-style-type: none"> - Use figurative language in writing and explore its effects. 	<ol style="list-style-type: none"> 1. What do you think 'mages' and 'jarls' are? What can you tell about the book by the use of these words? (page 3) 2. What <u>conclusions</u> do you draw about the characters with the mention of the 'evil eye'? (page 5) 3. What do you think the <u>relationship</u> is between Sanna and Geir? (pages 6–9) 4. What has the author done at the end of the first chapter to make you want to keep reading? (page 10) 5. How has the author shown that Mila feels threatened by the strange man? (page 11) 6. 'The man had not landed in the snow – he had landed on it.' What other hints does the author give that this character may have special powers? (page 12) 7. Why do you think Mila is so wary of the man? Do you think she is right to feel this way? (page 17) 8. 'Papa' is mentioned a lot throughout these chapters. Why do you think he left his children? What do they think and feel about him? How do you know? (page 20) 9. Do you think Oskar has left or has been taken? Why do you think this? Why is the bruise important to Mila? (page 26) 10. How do the children feel about their missing parents? How do you know? (pages 36–37) 	<p>Ask pupils to compare their own locality with one where there is a perpetual winter – similar to the setting in the book. How is life different for the residents in these wintry locations? How would life change if the weather in this country was always cold and snowy?</p> <p>Choose two characters from the first chapter. Create 'Character Templates' by drawing an outline of two people. What words and phrases from the text can you add around the outline of these templates to describe these characters? Write what you can infer about the characters on the inside of the outline.</p> <p>The author makes use of some excellent similes and metaphors in these chapters. For example: 'She felt 'empty', like a hand that is dropped when it is used to being held.' Display the word empty at the front of the classroom; pupils should invent their own similes and metaphors to portray the notion of 'emptiness'</p>

WEEK 2 (CHAPTERS 6-10): RUNE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Infer information about a character's feelings from clues in the text. - Make links within and across the text. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Use described details from a text to accurately draw a setting. <p>Writing in Role</p> <ul style="list-style-type: none"> - Think about the thoughts, feelings and attitudes of a character and apply these accurately to portray them in writing. <p>Maths</p> <ul style="list-style-type: none"> - Calculate durations of time. - Using fractions, add/subtract to make new amounts. 	<ol style="list-style-type: none"> 1. Why is the ring so <u>emotive</u> for both Mila and her sister, Sanna? What does it represent? (page 44) 2. Sanna starts to count down to encourage Mila back onto the bed. What role has Sanna taken on as the eldest sister? Does Mila respect this role? (page 51) 3. Why do you think Mila's mama and papa are mentioned so much throughout the book even though they aren't physically present? (page 53) 4. What do the italics on this page show? Why does the author choose to use these quite often? (page 55) 5. From what you have read, what do you understand about the roles men and women play in their society? Are women valued? (page 58) 6. What do you <u>infer</u> about the character Rune from what you have read about him in chapter 9? 7. Why do you think Rune wasn't taken by the men as all the other boys were? What can you <u>infer</u> about him from this? (page 64) 8. What do you think the song on this page is referring to? (page 68) 9. Mila seems shocked that there was 'real glass' in Rune's house. What does this tell you? (page 69) 10. Why do you think Mila is at risk of losing her brother forever? (page 72) 	<p>Analyse the description of 'Stavgar' on page 54. What parts of the description do you feel are particularly effective at painting an image in the mind's eye? Use the passage to draw your interpretation of the town, labeling specific parts of it with descriptions from the text.</p> <p>In role as one of the sisters (you can choose depending on which character you empathise with most or feel you have most in common with), write a letter to Oskar. What would you ask him? How would you try to persuade him to come back to the family? Or in a twist, would you want to run away and join him, too?</p> <p>The characters use a strange way of telling the time in fractions of the sun. Work in pairs to work out what this unit of time might amount to. When an agreed length of time has been reached, link to fractions to work out smaller units of time.</p>

WEEK 3 (CHAPTERS 11-15): JOURNEY TO THULE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Compare and contrast relationships between characters. - Make informed responses about an author's choices. - Discuss the levels of tension in a story. <p>Writing in Role</p> <ul style="list-style-type: none"> - Consider a character's motives for writing. - Communicate a character's thoughts and feelings. <p>Science: Animals including Humans</p> <ul style="list-style-type: none"> - Identify an animal's adaptations to an environment. <p>Maths</p> <ul style="list-style-type: none"> - Plot and interpret data on a line graph. 	<ol style="list-style-type: none"> 1. Why do you think Rune asks Mila to bring the items with them on their journey? (page 79) 2. If you were Mila, what would you do at this point in the story? (page 80) 3. How is the <u>relationship</u> between Pípa and Mila different to Mila and Sanna? (pages 84–85) 4. Do you think Mila was right not to tell Pípa her plans? Why/why not? (page 87) 5. On page 92 it says, 'Things were already not going to plan, and she hadn't even left yet.' How might this be a sign of things to come? (page 92) 6. How is the description of the <u>setting</u> effective at the start of chapter fourteen? How does it <u>contrast</u> with the <u>tension</u> in this part of the book? (page 97) 7. Why does Rune want to give the impression he is alone when confronted by the stranger? (page 101) 8. What do you think the pain that Mila is feeling in her head is? Why does it appear when she is near the men with the golden cords? (page 105) 9. Why do you think the writer chose to kill off the stranger instead of Rune and the sisters just injuring him or avoiding him? (page 109) 10. Based on what you know, what is your view of the character Rune? (page 110) 	<p>In role as one of the girls (Mila or Pípa) write a note to Sanna to reassure her that you are going to be okay. Consider if your chosen character would include any hints as to what they are up to, or try to throw her off the scent.</p> <p>The dogs play an important role in the family's life. Research the use of huskies in climates similar to that of the book and how they are adapted to survive in these environments.</p> <p>Create a line graph showing the different levels of tension through the following events:</p> <ul style="list-style-type: none"> - The men arriving at the family's home. - The girls discovering Oskar is missing. - Their journey to Stavgar and finding the felled heart tree. - Mila's conversation with Rune and leaving Stavgar. - Their confrontation with the boy on the path and the boy being killed.

WEEK 4 (CHAPTERS 16-20): GOLDEN EYES

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Discuss the motives behind a character's decisions. - Discuss techniques used by the author and their effects. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Use text types as inspiration, accurately incorporating text features in your own writing. <p>Creative Writing</p> <ul style="list-style-type: none"> - Using discussion as a starting point for writing, develop original storylines. <p>Science: Plants</p> <ul style="list-style-type: none"> - Carry out research into different plant types and their properties. <p>Geography</p> <ul style="list-style-type: none"> - Use features to identify different environments. 	<ol style="list-style-type: none"> 1. Study the dialogue between Rune and the boy on pages 103-105. How has the author portrayed how they are feeling through what they say and how they say it? 2. Why do you think Mila has a hard time trusting Rune? (page 113) 3. Sanna and Rune have both said the word 'javoyt' at some point in the story. What do you think this word could mean from the <u>contexts</u> in which it has been said? (page 116) 4. How does the author show the mix of emotions the characters are feeling in this part of the book? How do you think you would be feeling? (pages 125-126) 5. Do you think 'the Bear' knows the group is following him? (page 128) 6. Why do you think Mila can feel the cords warming at this point in the story? (page 135) 7. Pípa chatters: 'I th-think it's g-g-gone'. What does this tell you about her at this point in the story? (page 137) 8. Why do you think Mila and Pípa tease Rune about having 'a spirit'? (page 144) 9. A common <u>theme</u> throughout the book seems to be 'leaving people or things behind'. Do you agree with this? (page 147) 10. Why do you think Rune is choosing not to go? (page 153) 	<p>Rune uses 'moonroot' and 'flameberry' to help with shock and to give energy. Using actual botanical extracts as inspiration, invent your own herbs. Write a description of the botanical properties of these herbs and where they would be found in the icy setting of the story, perhaps referencing some of the towns mentioned in the book.</p> <p>The children climb whale bones in the story. Research the size of a full adult whale and discuss ideas for how the whale bones may have ended up amongst the snow. Write your own narrative using these ideas. Consider at what point in time you will choose to write it.</p> <p>Create a spider diagram of everything you know about the setting so far. Conduct research to pinpoint somewhere on Earth that has similar features to those outlined in the story. Present your ideas to the class.</p>

WEEK 5 (CHAPTERS 21-25): THULE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify an author's use of figurative language and discuss its effect. - Compare and contrast characters across a text. <p>Science: Magnets</p> <ul style="list-style-type: none"> - Understand how the Earth's magnetic field works. - Use magnetic fields to construct a compass. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Choose materials for a specific purpose and accurately depict a setting. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Effectively portray a character's thoughts and feelings through drama. 	<ol style="list-style-type: none"> 1. How has the author shown that Sanna is not impressed in this part of the story? (pages 154–155) 2. <u>Predict</u> what has happened to Pípa. Do you think she survived the fall? (page 160) 3. Gold is often used as a celebratory colour. Why do you think the author has chosen gold as the colour of 'the bear'? (page 168) 4. The book's title is referenced on these pages. Why do you think this is and how does it link with what is happening in the story? (pages 170–171) 5. Why do you think Mila withholds from giving Sanna a compliment when she thinks she looks 'dashing'? (page 180) 6. Why do you think Mila is able to 'look with more than your eyes' more than her sisters? (page 183) 7. If Oskar is not 'moving closer' to 'death' what do you think it is he is moving closer to? (page 183) 8. Trees and gold are usually <u>symbols</u> of good and purity. How have they been used in this story to <u>contrast</u> with these ideas? (page 190) 9. What does the description, 'Mila hauled courage into her chest' mean? Why is this an effective description at this point in the story? (page 192) 10. How have Sanna's views shifted in this chapter? (Chapter 25) 	<p>Mila makes a compass to show the way North in these chapters. Demonstrate how this compass was made and why she had to stroke the needle one hundred times. Make your own compasses and use them to find North.</p> <p>Look through the early chapters of the book and pick out descriptions of the wintry setting. Contrast these with the description of Thule, which is forever locked in spring. Which descriptions do you prefer and which setting would you rather visit? Once you have chosen, draw the setting using description from the text to accurately portray it. Choose materials that will best bring the setting to life.</p> <p>Imagine you are one of the three sisters entering and discovering the cave for the first time. How would you move around this alien space? What would you be careful to do? Use body language, facial expressions and positioning to portray your feelings.</p>

WEEK 6 (CHAPTERS 26-31): THE END OF WINTER

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Compare and contrast characters' reactions to situations. - Make connections within the plot of a story to explain actions. - Empathise with a character. <p>Descriptive writing</p> <ul style="list-style-type: none"> - Use expanded noun phrases to describe an animal. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Speculate about characters' actions in an inferred event. - Empathise with a character to accurately portray feelings and emotions. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Write a review to express opinions about a book. 	<ol style="list-style-type: none"> 1. How has the author communicated the level of fear in this part of the book? What words and phrases can you identify? (page 195) 2. <u>Compare</u> Geir and Oskar's reaction to being 'woken' in this strange place. What can you <u>infer</u> about their personalities from this? (page 198) 3. Where do you think Pípa is? Why is she not affected by The Bear's call? (page 203) 4. Who do you think is the person who 'tried to kill' the heart tree? (page 204) 5. What <u>action verbs</u> has the author chosen to use on page 209? Are they effective at communicating the action in this part of the story? How? 6. Why do the words 'five years' keep repeating in Mila's head? What <u>connections</u> can be made with the rest of the book? (page 210) 7. Do you feel like Pípa has been underestimated in the story so far given her current actions? (page 217) 8. If you were Oskar carrying Mila at this point in the story, what would you do? (page 222) 9. What do the words, 'But you did' show you about how Mila is feeling about her papa? (page 230) 10. Why do you think Sanna wants to 'race winter so that it will never reach us again'? How does she feel about winter? (page 236) 	<p>Rune and The Bear have their own 'spirit animals' at the end of the book. Display the animals on the board and discuss why you think these animals were chosen for these two characters. What attributes do they have? Think of your own 'spirit animal' and write a short description of it explaining your choices.</p> <p>The event of the boys being reunited with their families is not really described in the book. In groups, infer how this may have looked and take on the role of one of the boys and their families. How would the boys explain what had happened to them? Consider what you need to include to convey the characters' emotions.</p> <p>How is this book different to others you have read? What genre would you put this book in and why? Complete a book review of <i>The Way Past Winter</i> expressing your likes and dislikes. If you really liked it, you could even write a letter to the author explaining why!</p>