



ISADORA MOON

PERFECT FOR: Creating and describing snowy landscapes; exploring cold climates; testing melting points; PSHE topics relating to friendships and family, and an easy-to-follow story that will capture young imaginations.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading comprehension; Descriptive writing; Writing to instruct and explain

Design Technology & Art

Drama, Speaking and Listening

Geography

PSHE & Citizenship

Science: Materials and Changing States



WEEK 1 (CHAPTERS 1–2): SNOW DAY

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Comment on the author's use of language in a text. - Infer a character's thoughts or feelings through their actions. - Make predictions based on what is known from the text. <p>PSHE & Citizenship</p> <ul style="list-style-type: none"> - Discuss the importance of families and connections. - Understand that everyone's family is different and that this is something to be celebrated and shared. <p>Descriptive Writing</p> <ul style="list-style-type: none"> - Use a range of adjectives to describe a setting. - Use expanded noun phrases to add clarity and imagery to a description, creating a picture for the reader. 	<ol style="list-style-type: none"> 1. What <u>clues</u> are there that it is a cold day? Does the author's writing make you feel cold? How? (page 13) 2. Why is Oliver looking 'flustered'? How would you feel in this situation? (page 15) 3. Why does Dad think 'all food is gross unless it is red'? (page 19) 4. Why has the author made the 'rat-a-tat-tat' text look different? Does this change the way you read it? How? (page 24) 5. How can you tell that Mum is glad to see Crystal? What does she do to show this? (page 30) 6. What can you tell about Isadora's skating from the words 'twirling clumsily'? What sort of picture do these words create in your head? (page 32) 7. Find the words in the story that tell you how dad feels about ice-skating. How can you tell he isn't sure about it? (pages 32–33) 8. Which words have been used to describe Snow Boy? Why do you think the author has chosen these words? (page 38) 9. What do you think might have happened to Mum, Dad and Aunt Crystal? (page 45) 10. What do you <u>predict</u> is going to happen to Snow Boy and Isadora? Why do you think this? (page 46) 	<p>The first few pages of the book are great conversation starters with small groups of pupils. Read the quotes under the title 'What do you like to do when it snows?' (pages 6–7) and ask children to discuss their favourite activities. Which quote do they agree with the most? Which quote do they agree with the least? Can they think of any quotes of their own?</p> <p>On pages 8–9 the main character's family tree is illustrated. Discuss with pupils why the author has decided to include this before starting to read the book. Provide children with a template to draw their own family tree. Discuss how everyone's families can be different.</p> <p>Using the description of Isadora's garden for inspiration, discuss the words and phrases used to help paint a picture of what the snowy scene now looks like. Ask pupils to write their own descriptions of this setting or perhaps of their own gardens using expanded noun phrases.</p>



WEEK 2 (CHAPTER 3): A MAP OF THE STARS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Design Technology & Art - Recreate a setting from the story using textual details.</p> <p>Geography - Identify and carry out research into countries around the world with cold climates.</p> <p>Drama, Speaking and Listening - Using clues from the text, take on the role of a character communicating their thoughts, attitudes and emotions effectively.</p> <p>Science - Compare properties of materials and their melting points.</p> <p>Writing to Instruct - Use imperative verbs to give instructions.</p>	<ol style="list-style-type: none"> 1. Isadora's bedroom is at 'the top of the tallest turret.' What does this tell you about her house? How might it be different to where you live? (page 48) 2. Why does the word 'does' on this page look different? How do you need to change your voice to read it? (page 49) 3. Why can't Snow Boy be Isadora's friend forever? (page 51) 4. What <u>differences</u> are there between how Snow Boy and Isadora are acting? (page 52) 5. What does the <u>phrase</u> 'feeling panicked' tell you about Isadora's mood in this part of the story? (page 54) 6. What are the reasons the family give for being unhappy at having an 'ice house'? (page 61) 7. The <u>author</u> uses the words 'complained' and 'wailed' to describe how Isadora's mum and dad are talking. Why has the author used these words? What other words could have been used? (page 61) 8. Why is Aunt Crystal upset with Isadora? Do you think this is a good reason? (page 62) 9. How does Mum try to make Isadora feel better? (page 65) 10. How does Isadora show she is upset on this page? What other actions could she carry out to show how upset she is? (page 66) 	<p>Isadora is about to embark on a journey to 'The Land of Ice and Snow'. Look at countries/places around the world that could be described in this way. Ask pupils to draw or create a collage of what they think this magical land will look like using their research as inspiration.</p> <p>In role as Snow Boy, describe how he feels about experiencing the world for the first time. What things might he be most excited to learn about and experience?</p> <p>Isadora's mum isn't quite sure what food to give Snow Boy. Discuss which foods are hot or cold. Which foods melt and which do not? Ask pupils to set up an experiment in order to evaluate which materials/foods melt the quickest. They should record their findings. Based on what they learn, pupils can then create their own menus for Snow Boy, describing which food he should eat, and using imperative verbs to give specific instructions.</p>



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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Discuss vocabulary choices made by the author to describe a setting. - Identify the impact on the reader of vocabulary choices. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Accurately depict a scene from the book using details from the text. - Use inspiration from the text to design items of clothing. - Design a piece of clothing that has a specific purpose. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Devise and perform a classroom fashion show. <p>Writing to Instruct & Explain</p> <ul style="list-style-type: none"> - Write instructions for a game using imperative verbs. 	<ol style="list-style-type: none"> 1. How does Isadora <u>persuade</u> her parents and Aunt Crystal to let her go on her journey alone? (page 74) 2. What did each of the characters do to help build the sleigh? (page 75) 3. How do you think Isadora feels when she first sees the Ice Palace? (page 85) 4. What words has the author used to show that Isadora feels sad about the thought of leaving Snow Boy in 'The Land of Ice and Snow'? (page 95) 5. What <u>adverb</u> has the author used on this page? What does it mean and why has she used this word? (page 103) 6. Why do you think Isadora's family had 'stayed up to wait' for her? (page 108) 7. Why do you think Isadora 'hesitated' to call Oliver? What does this tell you about how she is feeling? (page 112) 8. How do you <u>predict</u> the conversation between Snow Boy and Isadora will go? What will Snow Boy tell Isadora about his first few days in 'The Land of Ice and Snow'? (page 115–116) 9. What do you think might happen next for Isadora? 10. What is the difference between the text in the story and the recipes you can find at the back of the book? 	<p>Ask pupils to imagine what the Ice Palace looks like. Can they identify the words and phrases the author uses to describe the palace? How do they help to create an image? They should use these words to draw a picture of the Ice Palace, remembering to label their drawing with the descriptive phrases from the book.</p> <p>The Queen's dress is made 'from the finest snowflakes'. Ask pupils to use this description as inspiration for designing their own snowy fashion garments using different icy features. They could then create these garments on peg dolls – or model them on a friend – and host their own 'Ice and Snow' fashion show.</p> <p>There are many recipes, craft projects and a game included in the last pages of the book for children to attempt. Can they make up their own snowy or magic game using ideas from the book? Ask them to share their games with the class.</p>

