

JASBINDER BILAN

ASHA & THE SPIRIT BIRD



WINNER OF THE TIMES CHILDREN'S FICTION COMPETITION 2017

SCHEME OF WORK

PERFECT FOR: Ages 9+; a magical, thrilling adventure set in India; learning about the River Ganges and Himalayas; creating a dance based on the story of Rama and Sita; learning about Diwali and traditional Indian culture; creative writing opportunities including poetry, writing in role, play scripts and monologues.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading comprehension; Creative Writing;
Poetry; Writing to Entertain and Inform

Design Technology & Art
Drama, Speaking and Listening

Science

Computing

Music

Geography

Religious Education

Physical Education and Dance

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WEEK 1 (CHAPTERS 1-5): THIS BABY WILL SEE THINGS THAT OTHERS CAN'T

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|---|---|--|
| <p>Reading: Comprehension - Analyse an author's style of writing and identify techniques and vocabulary used.</p> <p>Drama, Speaking and Listening - Understand and empathise with a character by completing a Role on the Wall activity.</p> <p>Computing - Design an informative presentation, including animations and slide transitions.</p> <p>Writing to Entertain and Inform - Write and perform a play script.</p> <p>Physical Education and Dance - Work in groups to rehearse and perform a dance based on the story of Rama and Sita.</p> | <ol style="list-style-type: none"> 1. Explore the glossary of Hindi and Punjabi words and then test a partner on what the words mean. 2. Create a table with the following headings: see, hear, taste, touch, smell. Which words and phrases in Chapter 1 are particularly effective at helping you visualise the setting? 3. What does the language used to describe Asha's body language suggest about her relationship with her mother? 4. Use the information on page 23 to draw and label a picture of the lamagaia. 5. How important are the themes of 'secrecy' and 'secrets' in the first few chapters? Is Asha's ma right to keep these secrets from her? Do you agree with Asha that Ma is abandoning Papa? 6. Asha is named 'the thunder baby'. Why? What might this suggest about her personality? (page 32) 7. How is 'indignation' similar to 'anger'? How is it different? Why does Asha feel indignant? (page 38) 8. How does the author create a sense of tension and fear on pages 41 and 42? How does the atmosphere change on these pages? 9. Many of the passages in these chapters are written in italics and in a different font. Which ones? Why might this be? 10. Use a Venn diagram to compare and contrast Asha and Jeevan. How are they similar and different? | <p>Using the information in these chapters, complete a Role on the Wall activity. Draw an outline of Asha. On the inside of your drawing, write everything you learn about her and her family in these chapters. On the outside, record any questions you might like to ask her. In a different colour, write down her feelings during these chapters, too.</p> <p>Locate India on a map and then create a PowerPoint presentation about India – its climate, culture, food and any other interesting facts you can discover. Try to include animations, interesting slide transitions and sound clips.</p> <p>Conduct research into the story of Rama and Sita. Can you transform this Hindu story into a play and perform it in groups to the class? Remember to include stage directions! You could also perform the story to traditional Indian music and work in groups to develop a dance based on it.</p> |

WEEK 2 (CHAPTERS 6-13): I WILL BRING MY PAPA HOME

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
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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 to sequence events and plot a map. <p>Geography</p> <ul style="list-style-type: none"> - Describe and understand the key features of the Ganges and its religious and historical importance. - Plot a journey and locate places on maps and atlases. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Explore the style and techniques employed by Nichohal Roerich and then use these to paint a piece of artwork inspired by the descriptions of the setting. | <ol style="list-style-type: none"> 1. Write a definition of the following words from Chapter 6: <i>unfathomable, wizened, sacred, rickety</i>. 2. Use the information in chapter 6 to draw and label a picture of Chitragupta. What impression are we given of her? 3. Find and copy a word on page 58 that means 'very hungry' or 'famished'. 4. Why does the author use a series of ellipses on page 60? What do they suggest about what Asha and Jeevan might be trying to say? 5. Look at page 64 where Asha finds her words and strength again. Why does the author say 'they fly from the embers, like a phoenix rising'? 6. Which words and phrases in Chapter 10 are effective at helping you visualise the hustle and bustle of Sonahaar? Does it seem like a friendly, welcoming place? 7. What does the verb 'hack' suggest about Asha's plait? What role does hair play in traditional Indian culture? Why is this an important, symbolic moment in the story? 8. Why is Asha feeling excitement AND fear on page 81? 9. Use the information in these chapters to sequence the events and plot a map of Asha's journey so far. 10. Does Asha remind you of any other characters in a children's story? Why? What makes her special? | <p>Create a packing list like Asha by choosing six things that are important to you and then explaining why you chose them.</p> <p>Research the water cycle and draw a diagram to show the different stages of the process. Next, find out about the key features of a river system and learn about the importance of the Ganges for trade, transportation and its cultural significance. Lastly, draw a diagram of the Ganges and label the following: <i>source, tributary, meander, bank, drainage basin, delta, mouth</i>.</p> <p>Explore 'Krishna (Spring in Kulu)' by Nicholas Roerich. Look at photographs of India and use this painting and the author's descriptions of the setting to create your own piece of artwork inspired by Roerich's work and the story.</p> <p>In small groups, create an imaginary map showing Asha's journey over the Himalayas to Zandapur. Can you label the places she might see? How many kilometres is it?</p> |

WEEK 3 (CHAPTERS 14-21): THE LONG FEAR-FILLED NIGHT

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
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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 from the text to make predictions. <p>Writing in Role</p> <ul style="list-style-type: none">- Empathise with characters by writing a postcard. <p>Science</p> <ul style="list-style-type: none">- Plan scientific enquiries to answer questions.- Explore the conditions needed for a healthy seed and plant to grow. <p>Design Technology & Art</p> <ul style="list-style-type: none">- Explore the style and techniques employed by Jamini Roy and then use these to paint a piece of artwork inspired by the characters. | <ol style="list-style-type: none">1. Explain what Asha means when she says, 'Even enough for you!' What does it suggest about Jeevan? (page 91)2. Read up to page 99. Why has Asha collapsed? What do you think will happen to her? Should she continue?3. What lie does Jeevan tell Krishen? Why? (page 101)4. Read up to page 107. Predict whether the policemen will catch the children and justify your prediction using evidence from the story.5. Complete these sentences, using evidence from the text: Progress to Kasare is painfully slow because... Progress to Kasare is painfully slow, but... Progress to Kasare is painfully slow, so... (page 109)6. Why do you think Jeevan's cheeks are so bright? Write a sentence to explain your prediction. (page 115)7. You should use the South Star to navigate. True or false? (page 129)8. Which animal does Asha see on page 137? How might she be feeling? What do you predict will happen?9. How is the relationship between Jeevan and Asha growing, developing and changing throughout these chapters?10. Asha is to blame for Jeevan's illness. Do you agree with this statement? Why? Why not? Use evidence from the story so far to support your opinion. | <p>Look at page 89 and imagine you are Asha and Jeevan. In role, write two short postcards to your parents to let them know you're safe, where you are and why you've decided to leave the village. What might you decide <u>not</u> to tell your family?</p> <p>Asha decides to nurture and grow a mango from a seedling. Set up an experiment to test the conditions needed for a healthy seed and plant to grow. Place three seeds in small pots with soil. Place one by the window, where there is light and warmth and water regularly. Place one in a box where there is no light, but warmth and water regularly. Place one on a window where there is light and warmth but do not water it. Observe and record your results. Finish your experiment by trying some delicious mango.</p> <p>Explore 'Three Pujarins' by Jamini Roy, discussing the colours used, style and composition. Use this as a stimulus to create a piece of artwork to show the relationship between any three of the characters in the story.</p> |

WEEK 4 (CHAPTERS 22-27): PRAYERS, OFFERINGS AND BARFI

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|---|--|--|
| <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 and what they might be feeling. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Perform a poem, using actions and instruments. <p>Geography</p> <ul style="list-style-type: none"> - Use a table or bar graph to compare and contrast the heights of famous mountains. | <ol style="list-style-type: none"> 1. Why is 'burden' written in italics on page 147? How should this be read? How is Jeevan feeling and why? 2. Why does the author use a series of exclamation marks on page 153? How should these be read? 3. Why do you think the author used 'patter' to describe Asha's heart? Why not 'thud' or 'leap'? (page 155) 4. How does the author create a sense of magic and wonder in Chapter 24? Which words and phrases are particularly effective? 5. On page 167, Jeevan mentions 'all the hard stuff we've done'. Create a table with three columns to make 1) a list of all the trials Asha and Jeevan have faced, 2) why they have had to face them and 3) how they have overcome them. 6. Describe in one word how Asha feels about the man on page 172 and explain your word choice. 7. How do Asha and Jeevan react to the fast food? Why might this be? (page 176) 8. Make a list of all the examples of inequality and poverty in Chapter 26. How do they help you understand the setting? 9. Look at the description of the mysterious woman on page 178. What might a 'shiny smile' imply about her? Who might she be? Do you trust her? 10. Use the information in Chapter 27 to draw and label a picture of the junkyard, referring to the sights, smells and sounds Asha might experience. | <p>Create an Emotions Graph to plot Asha's changing thoughts and feelings throughout these chapters, identifying and referring to the main events.</p> <p>What might Asha and Jeevan be thinking and feeling on pages 146 and 147? Choose one of the characters and write an inner monologue to show their thoughts and feelings. Next, act out the scene in pairs. Is there a difference between what your character is saying and feeling?</p> <p>Read 'If All the World Were Paper' by Joseph Coelho. Discuss what you like and dislike about it and how the poem links to this story. Next, perform the poem, thinking about how you can use your voice to convey the feeling of the poem.</p> <p>What can you find out about the Himalayas? When and how were they formed? How many people live there? How many countries does this mountain range cover? Use a bar graph or table to compare the heights of the most famous mountains from around the world.</p> |

WEEK 5 (CHAPTERS 28-34): A WARRIOR PRINCESS ARISES

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|---|--|---|
| <p>Reading: Comprehension - Explore vocabulary and carry out role-play to understand the relationship between characters. - Write a diary in role, considering a character's thoughts and feeling.</p> <p>Science - Plan and write a report to explain how bearded vultures have adapted to their environment.</p> <p>Poetry - Create a list poem about lamagaias and explore a range of collective nouns.</p> <p>Music - Use your voice and instruments with control and expression to create stormy soundscape.</p> | <ol style="list-style-type: none"> 1. Write definitions for the following words from Chapter 28: <i>reeking, reincarnated, quibble</i>. 2. What does 'jutting ribs' suggest about the children? How does this make you feel? (page 192) 3. Describe the effect the flock of lamagaias has on Asha and the other children in Chapter 29. 4. Use the information in Chapter 30, and any other words or phrases that might be useful, to draw and label a picture of the lamagaias. 5. How does the change in weather add to the excitement, tension and atmosphere in Chapters 30 and 31? Would the events be as exciting if it was a sunny, calm day? 6. The answer is 'Auntie Lakshmi'. What might the question be? (page 219) 7. Why might Asha's voice be 'small and gruff'? What does this imply about how she's feeling? (page 220) 8. What is a rickshaw? Look at the description of the motor rickshaw of page 221. How does the author make it seem inviting? What images do you see in your head when you close your eyes? 9. What literary device does the author use on page 224 to describe the factory? Is it effective? Can you think of other similes and metaphors to describe the factory? 10. What does the verb 'clutching' suggest about Asha? What might she be thinking and feeling? (page 232) | <p>Research lamagaias (bearded vultures) and find out about their appearance, diet and how they have adapted to their environment. Present your findings as a report, with subtitles and food-chain diagrams.</p> <p>Create a list poem of imaginary collective nouns, describing the lamagaias, their personality, actions and role in helping Asha: <i>A whisper of lamagaias fluttered above, softly spreading strength...</i> <i>A roar of lamagaias shrieked in the moonlight, frightening our enemies...</i></p> <p>Work in small groups to create a soundscape for page 208, using your voice and body percussion to recreate the stormy sounds of the crackling thunder, the howling wind, the flashing lightning and Asha's explosive war cry.</p> <p>Write in role as Asha, describing your thoughts and feelings about finding Papa. Use the events in Chapter 34 to help you. Ensure your diary is informal and chatty.</p> |

WEEK 6 (CHAPTERS 35-40): I'M FINALLY TRUSTING MYSELF

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|---|---|--|
| <p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Discuss the main themes and symbols in the story. - Create character profiles, exploring how the characters have developed. - Retrieve and summarise information from a passage and use it to inform writing. <p>Music</p> <ul style="list-style-type: none"> - Listen to and appreciate a traditional Indian lullaby and create a piece of artwork based on the composition. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Design, make and evaluate a clay diva lamp. <p>Religious Education</p> <ul style="list-style-type: none"> - Create a class display to show the importance of Diwali and how it is celebrated throughout the world. | <ol style="list-style-type: none"> 1. Summarise the events in Chapter 35 in six sentences. Try to summarise them in three sentences, then one. 2. On page 246, we learn that the mango seedling has begun to grow – what might this symbolise? 3. Create a series of freeze-frames to summarise the moment Jeevan gives Asha her birthday present on page 255. Which words and phrases tell us how they're feeling? 4. Asha and Jeevan do not deserve a hero's homecoming – they have behaved irresponsibly and worried their parents. Do you agree? (page 262) 5. Describe in one word how Papa is feeling on page 267 and explain why. 6. Use a Venn diagram to compare and contrast Meena and Nina, summarising their role in the story and personalities. 7. Use the description on page 274 to draw a picture of what Asha finds. Why might it be important? 8. Summarise all the ways in which Asha and Jeevan have displayed bravery throughout the story. 9. Create illustrated character profiles for the following characters, including information about their personality and how they develop as the story progresses: <i>Asha, Jeevan, Ma, Lakshmi, Meena, Attica, Samir, Nina</i>. 10. Which of these do you think is the most important theme in the story? <i>Family, dreams, legend, poverty, magic, ancestry, gender</i>. | <p>Look at page 245, when Asha sings a traditional Indian lullaby called 'From Far Away Uncle Moon Calls'. Compare this with another children's lullaby you know. Close your eyes – what can you see? How does the music make you feel? Can you paint a piece of artwork inspired by this song, which is sung in Hindi?</p> <p>Conduct research into diva lamps and their importance. Design your own diva lamp, thinking about the patterns and colours. Now, make your lamp from clay.</p> <p>Explore the symbolism throughout the story in the form of a spider diagram. Think about what these represent: the mango seed, the feather, the River Ganges, barfi, the lamagaias, Nanijee's treasure. Share your ideas with the class.</p> <p>Create a class display entitled 'Happy Diwali!'. You could include photographs, recipes, pictures, poems, Rangoli patterns, and your own experiences of Diwali to show how it is celebrated throughout the world.</p> |