

STARFELL

Willow Moss and
the Lost Day



DOMINIQUE VALENTE

* The magic is waiting... *

SCHEME OF WORK

PERFECT FOR: Ages 8+; a magical tale of spells, brave dragons, witches and trolls; drama and role-play; writing spells and poetry; creating leaflets about imaginary monsters; making and measuring potions; descriptive writing; joining a brave witch on a strange journey where themes of memory, loss and feeling different are sensitively explored.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Poetry; Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

Science

Maths

Music

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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. - Make predictions for a character by creating a packing list. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand a character by completing a Role on the Wall activity. <p>Science</p> <ul style="list-style-type: none"> - Plan and write a leaflet to explain how to look after an imaginary animal and how it has adapted to its environment. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a class display, using mixed media, to celebrate how everyone is different and special. 	<ol style="list-style-type: none"> 1. Before beginning the book, spend some time looking at the front and back covers. What can you see? What inferences can you make about Willow Moss? What predictions can you make about the story? 2. If you could have any magical power, what would it be and why? 3. Read Chapter 1. Do you think the character of Willow will appeal to readers? Why? Why not? 4. The author compares Moreg’s eyes to razors. What impression does this give you of Moreg? Is it an effective simile? What image does it create in your mind? (page 20) 5. What do you notice about how the text and font is set out on pages 26 and 27? Why might this be? What effect does it have? 6. What is the difference between a seer and an oublier? Why are seers popular and oubliers despised? (page 32) 7. Read up to page 34. How does the author make the man seem mysterious and menacing? Which words and phrases are effective? Who might he be? 8. Describe the relationship between Willow and Oswin, using evidence from what you have read so far. (pages 40 and 41) 9. What advice would you give to Willow as she sets off on her journey? 10. What are your first impressions of Willow? Do you like her? Does she remind you of anyone? Do you think she will prove herself to be resourceful and brave? Why? 	<p>Complete a Role on the Wall activity. Draw an outline of Willow. 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.</p> <p>Read up to page 37 and create a packing list for Willow. What are the three things you think would be most important to take and why? She might take a photograph of Granny, for example.</p> <p>Create a leaflet for owners of a Kobold, describing how to look after one. Include information about their appearance, how they have adapted to their environment, and what they eat. You could give top tips about how to placate them and keep them happy.</p> <p>Granny keeps reminding Willow that she is special. Create a colourful class display with the title, ‘We Are All Magical’. You could draw pictures of what makes you special, write poems, create your own artwork and even write stories about your magical powers for the display.</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 to sequence events. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Plan and write an explanation text, considering the layout and language needed. <p>Creative Writing</p> <ul style="list-style-type: none"> - Explore the use and impact of a range of literary devices. - Design a magical broom. - Use an author’s writing style to describe your flying broom. <p>Maths</p> <ul style="list-style-type: none"> - Use a range of measuring apparatus to measure capacity and volume. 	<ol style="list-style-type: none"> 1. Write a definition of the following words from Chapter 4: <i>revered, forlornly, conspiracy, nonchalantly</i>. Can you use these words in sentences of your own? 2. Who are the Brothers of Wol and what do they believe? Do they remind you of anything or anyone? (page 56) 3. Find and copy a word on page 67 that is similar in meaning to ‘disbelief’. 4. Explain to a partner what different types of broom there are and how each one is special. (page 73) 5. What does ‘a furl of sudden excitement’ mean? Why is Willow feeling like this? (page 76) 6. Use the information on page 77 to draw and label a picture of Willow’s broom. 7. Read page 81. What do we learn about the boy? What don’t we know about the boy? Make a list of everything you’d like to discover. 8. Imagine you are Willow at the beginning of Chapter 6. Write down everything you can see, hear, taste, touch and smell as you fly Whisper. 9. What is a StoryPass and what does it do? How might it help Willow? (page 86) 10. Why do you think Moreg is giving up so easily? Can you make any predictions about the clues she could be giving to Willow in Chapter 6? 	<p>Write an explanation text to explain how a portal cloak works. Think about using subtitles, diagrams and including clear steps to show how Moreg is able to use this magical cloak. You may wish to explore ‘How I Met Dudley’ by Roger McGough and Chris Riddell and use this as a basis for your explanation text.</p> <p>Look at the description of Willow’s broom on page 77. What literary devices does the author use to help us visualise the broom? Draw a picture of a flying broom that you would like to own. What category of broom might it belong to? Now, write a descriptive paragraph that encapsulates the beauty and movement of your broom.</p> <p>Granny Flossy’s potions are always going wrong! Create your own potion ‘recipes’ as part of a maths lesson, making a note of the ingredients and measurements. Using a range of receptacles, measure out your ingredients and record them accurately. You could even try to convert these from milliliters to litres.</p>

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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information from a text. - Identify evidence from the text to support theories and opinions. - Use clues to make predictions. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a piece of artwork in the style of Van Gogh, depicting the floating village. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Use formal language and imperative verbs to write a set of instructions. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play. 	<ol style="list-style-type: none"> 1. Who do you think the man on page 103 might be? Why are his shoulders slumped? What could have happened? 2. Read Chapter 7. Describe Amora Spell in five words and explain to a partner why you chose these words, using evidence from the story. 3. Look at page 118. How does the illustration help you understand the setting? Is it what you imagined? Can you find all the things mentioned in the description? 4. What is the purpose of the flashback on pages 121-124? What do we learn? 5. Does anything funny happen on page 125? Did it make you laugh? Why? Why not? 6. Use the information on page 129 to draw and label a picture of Feathering. 7. What does a 'sheepish smile' look like? Show a partner. What might Oswin be thinking and feeling? Why? 8. Why does it look like some has 'upended a paint box over the horizon'? What image does this create in your mind? (page 138) 9. Give examples from these chapters of times when Willow has shown the following attributes: <i>kindness, bravery, quick-thinking</i>. 10. What do you think will happen in Chapter 11? Write the first paragraph in the style of the author or create a comic strip to show your predictions. 	<p>On page 107, the author describes the floating village. Explore 'The Starry Night' by Van Gogh and use this, and the description, to create a painting of the setting. What colours could you use to capture the houseboats 'hued in shades of pumpkin, sunshine and sapphire'? How will you show the lamps casting their amber lights on the river?</p> <p>Create a set of instructions for making a 'Perfect Sunday Afternoon' potion. Remember to use imperative verbs, bullet points, numbered steps and brackets to add extra detail. You could include things like:</p> <p><i>Firstly, sprinkle in the waft of breakfast cooking as sunlight peeks through the curtains...</i></p> <p>In a group of three, re-create the events from Chapter 9. One of you should play Willow, one should play Oswin, and one Feathering. Perform the scene four times; each time considering another character's perspective. Think about how you will change your body language, voice and facial expression each time.</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>Poetry</p> <ul style="list-style-type: none"> - Write a list poem, using figurative language and symbolism, to describe favourite smells. <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. 	<ol style="list-style-type: none"> 1. How important is the theme of 'fear' in Chapter 11? Can you think of any other themes that are important in this chapter and explain your reasoning? 2. Read page 172. Do you see any parallels between Willow and the flowers in the moon garden? 3. What might Willow be thinking and feeling on page 175 when the plant boy refuses to tell her anymore? 4. Read up to page 180. Sometimes is a coward. Do you agree with this statement? Why? Why not? 5. Look at page 181. Why is Willow thinking about her sisters and their reaction to her flying on a dragon? What do we know about their relationship? 6. Look at, '<i>Moreg Vaine came to our cottage? scoffed Camille. Why is some of this written in italics? Rehearse saying Camille's words out loud – how can you show her personality through your expression? (page 186)</i> 7. Why do you think we only meet Willow's mother in Chapter 13? What is the impact of this on the reader? 8. What special gift does Essential have? How might it be useful? (page 193) 9. How are Essential and Willow similar? How are they different? Use a Venn Diagram to compare them. 10. How is the relationship between Willow and Oswin changing and developing as the story progresses? Use examples from the text to support your ideas. 	<p>Create an Emotions Graph to plot Willow's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>visiting the moon garden, the secret of the Lost Spells being revealed, going to the travelling fair, being locked in the tent and meeting Essential, rescuing Sometimes.</i></p> <p>What are your favourite smells? What do you think you'd be able to smell in the magical moon garden? Write a list poem, describing your ideas, focusing on using figurative language and similes. For example: <i>As I wander into the moon garden, I smell happy family holidays; the scent of love and laughter mixed with candy floss and sand...</i></p> <p>What might Willow and Essential be thinking and feeling when they first meet? Choose one of the characters and write an inner monologue to show their thoughts and feelings. Now, act out the scene in pairs, taking time to pause and share your inner monologue. Is there a difference between what your character is saying and feeling?</p>

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<p>Reading: Comprehension - Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p>Music - Use your voice and instruments with control and expression to create a soundscape that captures the magic of flight.</p> <p>Design Technology & Art - Design a shield or coat of arms for Troll Country, thinking carefully about the symbols you could include.</p> <p>Poetry - Write and perform a poem, using expression, actions and musical instruments to convey meaning.</p>	<ol style="list-style-type: none"> 1. Role-play the conversation between Willow and Raine on pages 208 and 209, thinking about their body language. 2. Write definitions for the following words from Chapter 15: <i>incredulous</i>, <i>repentant</i>, <i>sleek</i>. Do they sound like any other words you know? 3. Find and copy a word on page 218 that is similar in meaning to 'bleak' and 'desolate'. 4. How is the word 'calamity' similar to the word 'problem'? How is it different? Why does the troll feel like a calamity? (page 224) 5. Why does Willow feel a 'sense of pride'? How does this feeling change at the end of the chapter and why? (page 229) 6. What do you notice about the layout of the illustration on pages 230 and 231? Why might it be laid out like this? 7. How is the relationship between Calamity and her mother similar to Willow's relationship with Raine? (page 232) 8. Predict what Willow will find as she pushes through the fabric wall on page 245. 9. What does the verb 'hissed' suggest about how Willow is feeling? Why might the author have used 'hissed' instead of 'whispered' or 'muttered'? (page 246) 10. What leadership qualities does Willow display during these chapters? Use evidence from the story to support your ideas. 	<p>As a group, create a magical soundscape entitled 'Dragon in Flight' using your voices and body percussion. You could even use some tuned and untuned instruments to represent Feathering's 'tinkly wind-chime chuckling', the starry sky and the sound of dragon wings flapping.</p> <p>Look at page 217, where we learn more about Troll Country. Design a shield or coat of arms for the trolls, thinking about what symbols you might include and what they could represent.</p> <p>Use Kit Wright's poem 'The Magic Box' to write your own list poem entitled 'The Magic Portal Cloak'. Rehearse your poem in groups or own your own and perform it with expression, actions and musical instruments. You could start like this: <i>Inside my portal cloak, I find a doorway to a sea of stars, where I dive and splash all day...</i></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 from a passage and use it to inform writing. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning. <p>Creative Writing</p> <ul style="list-style-type: none"> - Write a sequel based on the story, using the style and language features employed by the author. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 19 in six sentences. Now try and summarise them in three sentences, then one. 2. What is the most importance piece of information we learn on page 255? Did this come as a surprise to you? 3. Does Silas remind you of any other characters you know? Why? 4. Read up to page 260. Do you feel sorry for Silas? Is he entirely to blame? Why? Why not? 5. Do you agree with Silas that Moreg deserves to suffer for her actions? Support your answer with evidence from the story. (page 263) 6. How can forgetting things sometimes be harder than remembering them? 7. Summarise all the ways that losing Tuesday has impacted upon the characters we meet throughout the story. 8. Based on what you have read, what do you think the future might hold for Willow? Pick out parts of the text that have helped you reach your opinion. 9. Which of these do you think are the most important themes in the story? Why? <i>Being different, magic, acceptance, bravery, family.</i> Are there any other important themes? 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Willow, Sometimes, Essential, Feathering, Granny, Oswin, Moreg, Silas.</i> 	<p>Look at the poem <i>Isn't my name magical?</i> by James Berry. Discuss what you like and dislike about it, anything that puzzles you and what the poem reminds you of. Work in small 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>Create illustrated character profiles for the following characters, including information about their personality, relationships with other characters, motivations and how they develop as the story progresses: <i>Willow, Sometimes, Essential, Feathering, Granny, Oswin, Moreg, Silas.</i></p> <p>In small groups, discuss and predict what might happen next in a sequel to <i>Willow Moss and the Lost Day</i>. Will Silas escape? Will Willow see her new friends again on another adventure? Use a storyboard to plan your ideas and then write the opening to your sequel, thinking about how to emulate the author's writing style.</p>