

SCHEME OF WORK

PERFECT FOR: Students aged 9+; a beautiful story set against a backdrop of stormy seas, icy plains and war; researching the history of code-breaking; exploring a range of poems and poetic devices; discussing and challenging traditional gender roles; creating a dance based on Vivaldi's 'Storm'; lyrical language and a curious, impulsive, brave heroine.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing; Poetry; Writing to Entertain and Inform
Drama, Speaking and Listening

Food Technology

Geography

History

Music

PSHE & Citizenship

Physical Education and Dance

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The PEARL in the ICE

CATHRYN CONSTABLE

WEEK 1 (CHAPTERS 1-6): SO THIS IS WHAT IT'S LIKE TO FEEL FREE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Analyse an author's style of writing and identify different techniques and vocabulary used.</p> <p>Drama, Speaking and Listening - Understand and empathise with a character's thoughts, feelings and attitudes by completing a Role on the Wall activity.</p> <p>Geography - Create a map using information from the text.</p> <p>PSHE and Citizenship - Explore and discuss gender roles and biases.</p>	<ol style="list-style-type: none"> 1. Spend some time reflecting on the first sentence in the book. What might it mean? Who might it be describing? What image does it create in your mind? 2. What does Marina's body language suggest about her relationship with, and feelings about, her mother? 3. What do you think Marina's father might mean by 'a pearl from beneath the ice'? (page 17) 4. Spend some time exploring Chapter 2 and how the author presents Marina's dad as a father and as a commander. What impression do you have of him from the language used? 5. Look at the punctuation and length of the sentences on page 25. How do they add to a sense of confusion and fear when Marina recalls the incident in the bath? 6. Why do you think the author has repeated the word 'regulation' on page 27? What effect does it have? 7. How are Marina's father and Mr Mount similar? How are they different? Compare them in a Venn Diagram. 8. Read Chapter 5. What are your first impressions of Miss Gaby Smith? Do you trust her? What role might she play in the story? 9. Write a list of questions you would like to ask Marina's mother. Are there any clues in the story about what has happened to her? 10. What evidence is there throughout these opening chapters that the story is set in a world similar, but slightly different, to ours? 	<p>Using the information in these chapters, complete a Role on the Wall activity. Draw an outline of Marina. On the inside of your drawing, write down everything you learn about her and her family in these chapters. On the outside, record any questions you might like to ask her.</p> <p>Use the information on page 12 to create a map, showing the route to the 'Drowned Sea' and include some of the strange sea creatures mentioned. Consider what you might see on the journey and how to show these features on your map using a key.</p> <p>Gender is an important theme in the story. Draw pictures of: a ballerina, a nurse, a doctor, a footballer and a teacher. Now discuss any gender biases and misconceptions surrounding these roles and discuss what you would like to be when you are older.</p>

WEEK 2 (CHAPTERS 7-11): A STOWAWAY

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<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>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Create a Conscience Alley to explore a character's thoughts and feelings and motivations. <p>Food Technology</p> <ul style="list-style-type: none"> - Design and make a healthy snack for a character. - Evaluate a product. <p>Poetry</p> <ul style="list-style-type: none"> - Write and perform a poem, using expression, actions and musical instruments to convey meaning. 	<ol style="list-style-type: none"> 1. Write a definition of the following words from Chapter 7: <i>confined, defiance, quay, dismissively</i>. Can you now use these words in sentences of your own? 2. Use the information in Chapter 7 to draw and label a picture of the outside and inside of the HMS Neptune. 3. What does the name the 'Sea Witch' suggest about the boat and the journey it might be going on? (page 68) 4. Which words and phrases make the water seem dangerous on pages 70 and 71? What literary devices does the author employ to achieve this? 5. How is the word 'decrepit' similar to the word 'old'? How is it different? (page 73) 6. Why has the author used a series of ellipses on page 82? What do they suggest about what Finchin might be trying to say? 7. How does the simile 'flipped like a pancake' help you understand Marina's experience on the ship? (page 88) 8. How does the author personify the sea on page 93? 9. Find and copy a word that means the same as 'laziness' on page 100. 10. Does Marina remind you of any other characters in a children's story? Why? What makes her special? Collect any words and phrases to support your ideas. 	<p>Marina realises on page 67 that she has only eaten an apple and a boiled sweet all day. Conduct research into healthy snacks and then design and make a healthy snack for Marina to take with her on her travels. Encourage your classmates to taste-test your snack so you can evaluate it and think of how to improve it further.</p> <p>Look at page 68, when Marina decides to board the Sea Witch. As a class create a Conscience Alley. One side of the class should be voices persuading Marina to continue her journey. The other side of the class should persuade Marina to go home. Take it in turns to play Marina walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.</p> <p>Use Ian McMillan's poem 'Ten Things Found in a Wizard's Pocket' to write your own list poem entitled 'Ten Things Found in a Lonely Mariner's Pocket'. Rehearse your poem in groups or own your own and then perform it.</p>

WEEK 3 (CHAPTERS 12-16): LIFE ON BOARD THE SEA WITCH

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<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 an inner monologue. - Explore the difference between what a character says and does and what they might be feeling. <p>History</p> <ul style="list-style-type: none"> - Research codes and the role of famous code-breakers throughout history. <p>Music</p> <ul style="list-style-type: none"> - Create a stormy soundscape to accompany the events on page 102. 	<ol style="list-style-type: none"> 1. Why are the men referring to Marina as 'the Boy'? Why are they struggling to keep a straight face? (page 105) 2. Use the information on page 108 to draw and label a picture of the signals machine. 3. Read page 117 and predict what the coded message might mean. Who might it be for? 4. How many questions can you think of with an answer of 'Pechorin Island'? (page 127) 5. Read Chapter 14. Is there anything the author <u>isn't</u> telling us? Why might this be? 6. Read to the end of page 12. What role do you predict Trenchard will play in the rest of the story? Do you trust him? 7. Read to the end of page 131. Predict what has got caught in the net and justify your prediction using evidence from the text. 8. Read page 135. Commander Denham says he could lose 'almost anything' on this boat. Why is 'almost' an important word here? What might it imply? 9. What motivates Marina to climb the rigging to grab the bird? What do you predict will happen as she climbs? (page 143) 10. Marina is reckless and irresponsible. Do you agree with this statement? Why? Why not? Use evidence from the story so far to support your opinion. 	<p>In small groups, perform a stormy soundscape to accompany the events on page 102. How can you use your voice and body percussion to create the 'iron-grey, solid waves' and the 'spray as cold as razors'?</p> <p>What might Marina and Jones be thinking and feeling while they discuss their fathers on page 109? 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> <p>On page 114, Marina learns about the role of codes during the war. Carry out research into different types of coded messages and the role of famous code-breakers throughout history. Now imagine you are the Commander and construct your own code for Jones to break. What might you say? Ask a partner to solve it for you!</p>

WEEK 4 (CHAPTERS 17-22): THE SCREAMING SYMPHONY OF THE STORM

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. - Adapt descriptive language used by the author to create a spell poem. <p>Physical Education and Dance</p> <ul style="list-style-type: none"> - Perform a dance based on Vivaldi's 'Storm', using a range of movement. <p>Poetry</p> <ul style="list-style-type: none"> - Create a spell based on the description of a storm, using descriptive language and time connectives. 	<ol style="list-style-type: none"> 1. Look at the punctuation used on page 149. How does it add to the sense of Marina's confusion and fear as she tries to break free of the ropes? 2. What does the verb 'clutched' tell us about the Commander? What might he be thinking and feeling? (page 152) 3. How has the commander's behavior and attitude towards Marina changed? Why is this? (page 161) 4. When Marina is imagining seeing her mother again, she believes her mother will say, 'Come, dear heart.' Where have you heard this before? What does it tell us about why Marina is so intrigued by Miss Smith? (page 174) 5. Why might Miss Smith be running down narrow side streets? What do you think she is up to? (page 176) 6. Look at page 178. Can you work out what the Commander might be saying? Are there any clues? 7. How does the atmosphere and pace of the story change on pages 182 and 183? How does the author achieve this? Does it make you want to read on? Why? 8. Read page 188. What do you think has caused the storm? Why wasn't there any warning of it approaching? 9. What might Perkins mean when he says 'those with your blood'? Do you think he's frightened of Marina? (page 195) 10. What might Marina be thinking and feeling at the end of Chapter 22 as her father leaves for the north? 	<p>Create an Emotions Graph to plot Marina's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>falling into the water, running away from the ship to find Miss Smith, being chased by the warships, the storm, her father leaving for the north.</i></p> <p>Listen to Vivaldi's 'Storm' from 'The Four Seasons'. In small groups create a dance to reflect the events on page 187, where Marina feels herself becoming one with the sea. Use a range of twisting, turning movements at different levels of height and perform expressively, developing different ways of travelling and moving.</p> <p>Marina laughs at the idea that she could be a 'conjurer of storms.' Imagine you could create an enchantment to make the waves crash and the winds howl. Use the descriptions on pages 187 and 188 to write a descriptive spell. What ingredients might you need? You could start like this: <i>First, take the tear of a sailor to make a mountain of black water swell...</i></p>

WEEK 5 (CHAPTERS 23-27): THE SNOW SPIRIT

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Define vocabulary, thinking about its meaning and impact. - Explore vocabulary and carry out role-play to understand the relationship between characters. <p>Geography</p> <ul style="list-style-type: none"> - Research the location of coalmines in the UK. - Use a range of photographs to describe the conditions in the coal mines. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Sketch and draw a range of sea creatures using ink, focusing on line and pattern to show texture and form. <p>Comprehension</p> <ul style="list-style-type: none"> - Write a descriptive passage using powerful vocabulary to personify the night sky. 	<ol style="list-style-type: none"> 1. Write definitions for the following words from Chapter 23: <i>realm, acrid, hybrid, unfathomable</i>. Do they sound like any other words you know? 2. What is pemmican? Would you like to try it? (page 213) 3. Use the information on pages 217 and 218, and any other words or phrases that might be useful, to draw and label a picture of Pechorin Island. 4. Miss Smith says that the winter 'will eat you'. What does this mean? What literary device does the author use here? (page 224) 5. Read pages 225-227 and compare this part of the story to the scene in <i>The Lion, The Witch and The Wardrobe</i> where Edmund is given Turkish Delight by the White Witch. How are the two scenes similar and different? 6. Look at page 231. How might Miss Smith know what Marina's father eats? Are there any more clues that suggest she isn't all she seems? 7. Role-play the conversation between Miss Smith and Marina on pages 233 and 234. 8. The author likens Miss Smith to 'a beautiful Medusa'. Why? What image does this create in your mind? 9. How does the Commander feel about Miss Smith? 10. Look up definitions for the following words in Chapter 27: <i>stifled, curiosity, unkempt</i>. 	<p>The stars play an important role in this story, especially in terms of helping the sailors navigate the seas. They are often described as 'trembling' or 'quivering'. Looking at the night sky, can you spot some constellations and write a descriptive passage in which you use similes and metaphors to bring it to life?</p> <p>Spend some time exploring the picture book 'Town is by Sea' by Joanne Schwartz and Sydney Smith. How might this story link to Jones and his experience of the mines? Look at some images of coal mines. Why might Jones have been frightened to spend time in the mines? Now, use a map to locate famous coal mines in the UK. What do you notice?</p> <p>On page 207, we learn that the Commander is an excellent artist. Using ink, create line drawings of some of the unusual sea creatures drawn by Marina's father. You may even wish to create your own hybrid creature, which is mentioned on page 208.</p>

WEEK 6 (CHAPTERS 28-32): VOICES LIKE WAVES

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify and discuss the main themes in the story. - Retrieve and summarise information from a passage and use it to inform writing. <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none"> - Write a newspaper report, thinking carefully about layout and features for this type of writing. <p>PSHE and Citizenship</p> <ul style="list-style-type: none"> - Explore the theme of food and home, thinking about the how to use mixed media to create a class display. <p>Poetry</p> <ul style="list-style-type: none"> - Explore a classic poem, discussing and evaluating it, before working as a group to perform the poem. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 28 in six sentences. Now try and summarise them in three sentences, then one. 2. How does Miss Smith convince Marina that her father is a traitor? Which arguments and phrases are particularly effective? (page 260) 3. How did you feel when the man is revealed to be Trenchard? Were you shocked? (page 261) 4. The ice cave is described as being as high as a cathedral. Look at some pictures of ice caves and think of your own similes to describe them. (page 267) 5. Read page 277. Why doesn't the Commander want Marina to sing? What might happen when she does? What do you think the transmitter is? 6. Look at page 282. Why is 'down' written like this? What effect does it have? 7. Read page 286. What do you think has happened to Marina's mother? 8. Create a series of freeze-frames to show how the Commander and Marina escape on pages 290 and 291. 9. How does the beginning of Chapter 32 echo the beginning of Chapter 1? Why might this be? Explore 'The Mermaid' at the end of the story – does this folksong echo any of the themes in the story? Why might the author have included it? 10. Which of these do you think is the most important theme in the story? Think of examples in the story where each of these themes is pivotal: <i>family, the sea, memory, obeying orders, gender, betrayal, courage.</i> 	<p>Marina and Miss Smith discuss the food that reminds them of home. For Marina it is bread and dripping. Create a class display entitled 'Food that reminds me of home'. You could include photographs, recipes, pictures, poems and descriptions.</p> <p>Spend some time reading 'The Forsaken Merman' by Matthew Arnold. As a group, consider what you like and dislike about the poem, what you find puzzling and any connections it may have with this story.</p> <p>Write a newspaper article about Miss Smith's capture. When did it happen? Did anything strange occur? Were there any witnesses you could interview? Remember to include a headline, formal language, a photograph and paragraphs. You could also think about how to persuade your readers that Miss Smith was indeed a cowering, pitiful sight.</p>