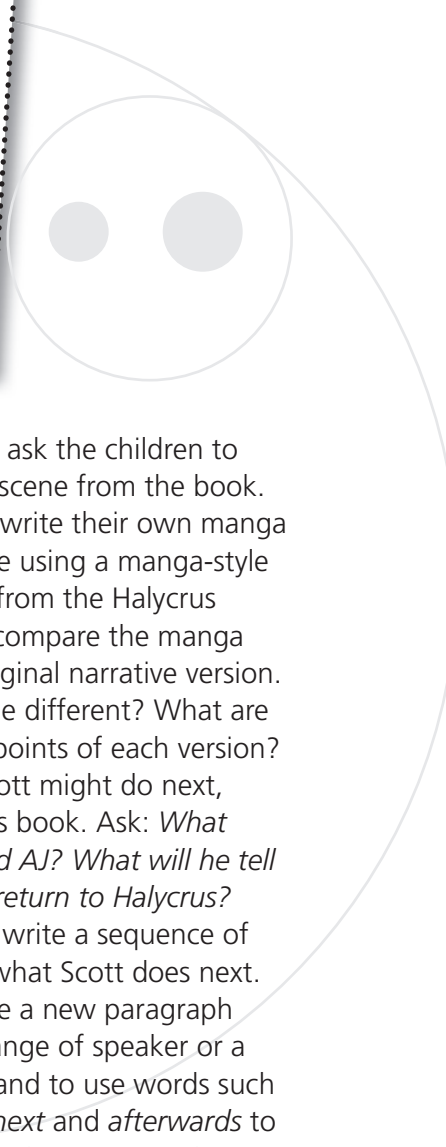




Main framework objectives

- Year 4:** **Reading, 7.5:** Explain how writers use figurative and expressive language to create images and atmosphere.
Writing, 9.4: Show imagination through language used to create emphasis, humour, atmosphere or suspense.
- Year 5:** **Reading, 7.1:** Make notes on and use evidence from across a text to explain events or ideas.
Writing, 11.1: Adapt sentence construction to different text-types, purposes and readers.
- Year 6:** **Reading, 7.2:** Understand underlying themes, causes and points of view. ★
Writing, 10.2: Use paragraphs to achieve pace and emphasis. ★



Reading activities

- ★ Re-read pages 14–18 together. Ask the children to find words and phrases that describe the way the mountain swine look and act, and how Scott felt. Write down the words and phrases in two lists and then ask the children to rank them as to which they think are the most effective. Challenge them to add their own words and phrases to each list.
- ★ Talk about how Scott’s feelings change during the course of the story. Ask the children to flip through the chapters and write down words and phrases that sum up Scott’s feelings at each of the key points in the book. Use photocopiable page 11 to scaffold this activity.
- ★ Discuss the character of R-cher. Ask: *What does he think about Scott? How does he act towards Z-kee? What does this tell us about the kind of character R-cher is?* If the children have read the Zone 3 books, talk about how the character of R-cher changes during these books.

- ★ Working in groups, ask the children to choose an exciting scene from the book. Challenge them to write their own manga version of this scene using a manga-style layout and images from the Halycrus Image Bank. Then compare the manga version with the original narrative version. How is the language different? What are the good and bad points of each version?
- ★ Talk about what Scott might do next, after the end of this book. Ask: *What will he tell Rudy and AJ? What will he tell his family? Will he return to Halycrus?* Ask the children to write a sequence of paragraphs about what Scott does next. Remind them to use a new paragraph when there is a change of speaker or a shift in the action, and to use words such as *suddenly, then, next and afterwards* to make links between their paragraphs.

Writing activities

- ★ Ask the children to choose an image from the Halycrus Image Bank on the CD-ROM. Encourage them to choose an exciting image or one that generates suspense or humour. Then they can place their chosen image in one of the blank layouts and use it as the starting point for a piece of writing. Remind them to choose words carefully to make their writing as exciting, suspenseful or funny as possible.

Photocopiable pages

- ★ Photocopiable page 11, Scott’s feelings: Reading – ask the children to scan the book to find out how Scott feels at key points in the story. Work on part of the activity as a group before letting the children continue individually or in pairs.
- ★ Photocopiable page 12, Recipe for a portal potion: Writing – in pairs or groups, ask the children to make up a portal potion recipe, before working individually to write it down with a description of the world it would take them to. Remind them of the normal format for recipes (provide some examples if necessary).