

Sky Island

Question Book:

Year 3, pages 22-23

Author / Source:

L. Frank Baum (adapted)

Genre:

Fiction — novel extract



Cross-curricular links:

- Geography (navigation)
- Maths (analogue clocks)

Introduction

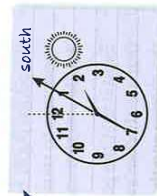
L. Frank Baum is best known as the author of the Oz books, the popular children's series which inspired the 1939 film *The Wizard of Oz*. His unmistakable creativity and sense of adventure are evident in his children's novel *Sky Island*, which was published in 1912. The novel centres on three friends who are carried away by a flying umbrella to a magical island in the sky. Before introducing the class to this extract, ask pupils to look at the title and predict what it's going to be about.

Answers

1. E.g. Because they asked for 'Sky Island' instead of using the real name of the island they wanted to go to.
2. E.g. To help you to imagine what Trot's accent sounds like.
3. E.g. They're shaped like objects such as trees, palaces and ships.
 - a. E.g. nervously; worriedly; fearfully; uneasily
 - b. E.g. Because she doesn't know where they're going to land. She might also be worried about getting hurt when they land because they're going down very fast.
5. E.g. Because there is so much confusion when the umbrella suddenly lands that it's impossible to tell where everyone has landed and who is yelling.
6. Any appropriate answer. E.g. Yes, because it would be exciting. The umbrella goes quickly and you'd get to fly very high in the clouds. OR E.g. No, because it could be dangerous. The umbrella doesn't sound very easy to control and I think you could get hurt easily.

Extra Activities

- Ask pupils to write the next paragraph of the story. It should include a description of the person who appears at the end of the extract. Pupils should look for clues in the extract to help them, e.g. "yell of anger" (line 24) and "excited voice" (line 26).
- As a class, discuss how Trot might be feeling at different points in the extract. Then ask pupils to create a wordbank for her character. The words should describe how she's feeling, (e.g. excited, scared, nervous, regretful) and her personality (e.g. brave, calm, adventurous, fun).
- Ask pupils to imagine that someone was spotted using an umbrella to fly above their home town. Get pupils to write a newspaper article reporting the sighting. Encourage them to include details like the time of the sighting, an eyewitness account and the reaction of local people.
- Explain to pupils that it is possible to navigate using the position of the Sun. Ask them to draw a clock and get them to add the time onto their drawings (the time doesn't have to be exact, it just has to be the right hour). Outside, ask pupils to lay their drawings on the ground, lining up the little hand with the direction of the sun. The mid-point between the little hand and the number 12 will show them which direction is south.



Labels on Children's Food

Question Book:

Year 3, pages 24-25

Author / Source:

www.independent.co.uk

Genre:

Non-fiction — news article



Cross-curricular links:

- D&T (packaging; cookery)
- Science (nutrients)

Introduction

Parents often buy food aimed specifically at children, assuming that they are making healthy choices. However, this article explains that this isn't always the case. Many products aimed at children contain high levels of sugar and salt or a long list of artificial additives. Identifying which products are healthy and which ones aren't isn't easy, especially when faced with confusing packaging.

Answers

1. E.g. prevented; hindered; restricted
2. Any two from: many food products contain lots of artificial additives; there are confusing health claims on the packaging; parents don't know what many of the ingredients are.
3. E.g. Making something from the very beginning without using any ready-made products.
4. E.g. By looking carefully at labels and by making a lot of food from scratch.
5. c. to make as much money as possible.
6. E.g. The text is in columns and there is a big headline.
7. Any appropriate answer. E.g. I think it's more important that food tastes good. If it doesn't taste good then you won't enjoy it, and it's important to enjoy your food. OR E.g. I think that it's more important that food is healthy. An unhealthy diet might make you unwell.

Extra Activities

- With the whole class, discuss pupils' answers to question 7 in the Question Book, encouraging them to expand on the answers they wrote down. Split the class into two groups and hold a debate about whether it's more important that food is healthy or that it tastes good.
- Ask pupils to write a speech for a school assembly which will persuade other pupils to eat more healthily. Pupils may want to research some facts and statistics about healthy eating to back up their arguments.
- Get pupils to design packaging for a healthy food product aimed at children, e.g. carrot sticks. Remind pupils to think carefully about the pictures and colours that they choose to show that it's a healthy product and to make it appealing to young people.
- Explain to pupils that different foods contain different nutrients, which have special jobs around the body. Discuss the importance of nutrients like iron, protein and vitamin C.
- Introduce pupils to 'the eatwell plate', a picture guide that shows which foods need to be eaten and in what quantities to have a healthy, well-balanced diet. Get the pupils to plan a healthy meal based on the eatwell plate.
- Hold a simple cooking lesson where pupils learn how to make healthy snacks, e.g. fruit kebabs, homemade popcorn and tuna wraps.