

The Ice Palace by Robert Swindells

This short novel is a quest story set in another time and place. Ivan, the main character goes in search of his brother taken by the mysterious 'Starjik'. It is a moving and well written story with strong themes such as family love and bravery and much to explore in terms of character and dilemma.

Overall aims of this teaching sequence

- To enjoy a story and discuss its meanings
- To explore narrative plot, settings, characters and draw inferences to aid understanding
- To broaden understanding of writers' use of language and build a varied vocabulary
- To write non-fiction texts based on fictional stimulus
- To write a non-chronological report
- To write a narrative ending

This teaching sequence is designed for a Year 3 or Year 4 class.

Overview of this teaching sequence.	
This teaching sequence is approximately 4 weeks long if spread out over 20 sessions.	
The book supports teachers to teach about plot, setting, character development and emotional response to strong themes and dilemmas in fiction. The narrative is carefully crafted and the characters and settings are well drawn, offering young readers a good stimulus for their own writing in different text types.	
National Curriculum 2014 Links	
Reading: (Word reading / Comprehension) <ul style="list-style-type: none"> • Develop positive attitudes to reading by listening to and discussing a wide range of fiction and non-fiction • Increase familiarity with a range of books • Identify themes and conventions • Ask questions to improve understanding of the text • Draw inferences and justify inferences with evidence • Identify how language and structure contribute to meaning 	Writing: (Transcription / Composition) <ul style="list-style-type: none"> • Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar • Plan writing by discussing and recording ideas • Draft and write by composing and rehearsing sentences orally • Draft and write by organising paragraphs around a theme • In non-narrative use simple organisational devices • Write for different purposes including about fictional personal experiences • Assess the effectiveness of their own and others' writing and suggest improvements • Proof-read for spelling and punctuation errors
Speaking and Listening: <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, responding to comments • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Listen and respond appropriately to adults and peers • Articulate and justify answers and opinions • Use spoken language to develop understanding through speculating, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama 	
Cross Curricular Links	
Art and design KS2 subject content: improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).	
Geography	

KS2 subject content: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Music

KS2 subject content: improvise and compose music for a range of purposes using the inter-related dimensions of music

Physical Education

KS2 subject content: perform dances using a range of movement patterns.

Teaching Approaches

Reading aloud and rereading
 Visualisation
 Drawing and annotating
 Drama and role-play
 'Tell me'
 Story mapping
 Writing in role
 Shared writing

Writing Outcomes

Poetry (list poems, imagery)
 Instructions (rules for playing a game)
 Recount (note, written in role)
 Non-chronological report (information leaflet)
 Thought bubbles, notes (writing in role)
 Captions
 Narrative ending

Links to other texts and resources

The Pied Piper by Robert Browning: http://www.poetry-online.org/browning_robert_pied_piper_of_hamelin.htm
 [Accessed August 2013]

Links to other resources on the Power of Reading Website

Session 1: Reading, annotating, shared writing

Learning Objectives:

Children choose vocabulary appropriately for clarity.

Children are able to use well-chosen vocabulary to create noun phrases.

Children reread writing, assess and make changes to vocabulary.

- Read the opening line of the story *'If you turned your head into the east wind and you could see for ever you would see Ivan's land.'*
- Display images of forests, villages, icicles and snowy landscapes on an interactive whiteboard (IWB). Allow children time to talk about the images, including their own experiences. You may also wish to play video of these wild landscapes.
- Revisit relevant grammatical terms: adjective, noun, noun phrase, determiners. Provide groups of children with large images and ask them to annotate, naming all the things they can see. Swap the images round so that groups add to others' images.
- Ask the children how the images make them feel. What would it feel like to be in this place? Gather ideas and model how to turn the nouns into expanded noun phrases to describe the scene. Link to the feelings for example, lonely, lost, haunted.
- Invite children to annotate their image, making nouns noun phrases, using carefully chosen descriptive language.
- Select children to share their noun phrase and demonstrate how to edit and redraft ideas. Focus on using carefully chosen vocabulary to create a clear image in the reader's mind. Invite pairs to return to their phrases and improve them to sharpen the image.
- Collect children's ideas together on a flipchart or the IWB to create a class poem: the wilderness. Read the poem out as a class.
- You may want children to create their own poems.
- Poems might be published electronically for the school website using an appropriate program such as PhotoStory 3.
- Read the opening of the story as far as, *'and those he took were never seen again'* allowing time for children to respond to this.
- In an additional art session, children could paint large snowy scenes with pine forests and mountains to be displayed to evoke the scene and to form a back drop for their work.

Session 2: Drama and role-play

Learning Objective:

Children are able to work in role to support their understanding of the text.

- Organise the children into groups and ask them to create a freeze frame to portray a scene in the village during summer when the villagers are happy. Ask them to consider what games might children be playing. What jobs might adults be doing? What would a newcomer see if they arrived at the village? Take digital images of the children's freeze frames. Ask children to identify what the village is like in the summer. You may wish to provide a range of words for the children to select from and ask them to identify the most appropriate for example: peaceful, threatening, contented, calm, mysterious.
- Ask the groups to create a freeze frame to portray a scene in winter time in the village when Starjik might be coming. How might families be behaving? What might they be doing? How would parents protect their children? How would children feel? Again, take images of the children's freeze frames and ask them to use words to describe the same village in the winter. How is the atmosphere different?
- Invite children to write captions for their freeze frames. This could be done during the drama session or afterwards if photos of the freeze frames are taken.
- Discuss what might parents say to their children about the danger. Ask children to work in their groups to role-play a family scene. Gather the class together after this activity.
- What names might the villagers have for 'him'? Introduce kennings to the children and working in pairs encourage them to create kennings to name him. For example: child taker, infant snatcher, winter terror, heart wrencher. Take ideas and make a class list on a flipchart.
- Divide the class into three groups and create an oral performance with one group whispering *'Starjik'* repeatedly as a refrain while another group chants the kennings and a third group gives warnings. For example: beware, stay,

indoors, look behind you lock the doors.

- Children could also work in small groups to create their own performances, which could be recorded.

Sessions 3-4: Shared writing

Learning Objectives:

Children are able to plan and rehearse sentences orally before writing.

Children can write a set of clear instructions.

Children reread writing and make changes to grammar and vocabulary.

- Discuss the games children play in the playground and at home. Make a list of the games children engage in. How would children in the village cope with their fear of Starjik? What games might they play about him? Ask children to work in pairs or small groups to consider the games the village children might play. Ask them to adapt their own games and think of variations. Collect ideas and consider names for these games. For example: what's the time Mr Starjik, frozen statues.
- Allow time for the children to play their games.
- Ask them to identify the aim of the game, the title and materials needed to play the game.
- Share an example of a set of rules from a known game and explore design and structure, for example step by step instructions, handy hints, use of bullets or numbers and language features such as imperative verbs in the present tense, precise language. Invite children to identify and annotate features.
- In pairs, children compose their own set of instructions of how to play their game. Use shared writing approaches to support the children. Orally rehearse sentences before writing, demonstrating use of key language features.
- Support children to proof-read instructions and make changes where appropriate. Support them to check their own work and work with response partners to edit and improve writing against success criteria.
- Instructions can be collected together to create a class book of 'Starjik' games.

Session 5: Reading, drama and role-play, shared writing

Learning Objectives:

Children are able to infer a character's feelings, actions and motives.

Children plan and rehearse sentences orally before writing.

Children can write in role based on a fictional first person experience.

Children reread writing and make changes to spelling and grammar.

- Read as far as Ivan climbing into bed without taking off his clothes then return to the line: *And little Ivan walked in Starjik's sled tracks to the end of the village and stood there a long time, gazing into the north.*
- Consider: what was Ivan thinking? What might he decide to do? Ask each child to jot down on a Post It what he might be thinking and what he might do. Share some ideas and group Post Its.
- Organise the class into two groups: one group believe that Ivan should stay at home with his parents, the other believe he should try to rescue his brother. In pairs, ask children to rehearse their advice to Ivan: encouraging him to stay or go. They may wish to use ideas on the Post Its or shape their own. Model this, orally rehearsing your advice to the boy.
- Organise the class into two lines to create a conscience alley. If possible the two lines could face a large image of a snowy landscape. As one child walks along the line in role as Ivan others call out their advice.
- Give children a piece of paper as if torn from Ivan's school book.
- Through modelled and shared writing, children write a note to mum and dad in role as Ivan explaining what he was doing, why he had decided to do this and reassuring them to try to allay their fears. Model how to use ideas gathered while working in role: orally rehearsing sentences before writing and reshaping and improving ideas.
- Expect children to write their notes demonstrating understanding of Ivan's situation and provide them with opportunities to edit and improve their work, checking for spelling and punctuation errors.
- To share and celebrate completed writing, scatter examples on the floor in the hall as if they have been accidentally dropped by Ivan. Invite children to read their work, using intonation and controlling the tone and volume of their voice.

Session 6: Reading, special questions

Learning Objectives:

Children are able to infer a character's feelings, actions and motives.

Children are able to retrieve relevant information from a text and use the text to support their point of view.

- Continue reading the section which describes Ivan leaving the house until *'and then Ivan would brush away his*

tears and go on.'

- With the children discuss: what do we know about Ivan? What facts about him do we know? What have we found out about his feelings and character?
- Draw an outline picture of Ivan and label it with facts we know about Ivan on the outside and his feelings and character on the inside.
- Model how to explain your thinking and expect children to give reasons for their answers. Encourage them to extend their thinking by prompting them: *tell me more... Explain why you think that...* You may wish to provide them with oral sentence prompts: *I think Ivan... I know this because... or Ivan feels... because...*

Sessions 7-11: Reading, text marking, book talk, text mapping, shared writing

Learning Objectives:

Children can express views, giving reasons for their answers.

Children can identify key information in a text.

Children are able to plan and rehearse a sentence orally before writing.

Children use the structure and language of a non-chronological report.

Children reread writing and make changes to grammar and vocabulary.

- Discuss what do we know about surviving in snowy conditions? What should you wear? What should you take with you? Have we found out anything new from the story?
- Introduce the writing task: to create an information leaflet to be found in the doctors for the villagers: surviving extreme weather conditions. Explain that if Ivan had this leaflet it would help him in preparing for his adventure.
- Investigate extremely cold weather conditions. Demonstrate how to skim and scan for information by playing games and setting challenges.
- Expect children to identify key information they have gathered from a range of non-fiction texts (websites, information books, magazines for example: *five facts I've learned*. Model how to gather and organise information on a spidergram.
- Interview an 'expert adventurer' (an adult in role) and find out more about survival.
- Teach children how to make clear notes by identifying key words, phrases or sentences in reading.
- Encourage children to represent information in different ways: as a table, labelled diagram, flow chart.
- Through shared and guided reading sessions explore information leaflets, noting structural and language features.
- Create a shared spidergram, gathering together information gathered from various sources.
- Use modelled and shared approaches to teach the children how to orally rehearse and write sentences in the style of non-chronological reports. For example: writing in present tense; using a formal tone; technical vocabulary; subordinating connectives to add extra information.
- Explore the design and layout of real information leaflets. How do the words and images link? What type of words are there? What type of images are there? How is colour used? What fonts are used?
- Encourage children to express preferences and give reasons for their answers drawing on multimodal aspects of the text. You may ask children to work in groups, ranking leaflets in order of most to least effective, annotating the leaflets with reasons for their choices. Create top tips for designing effective information leaflets.
- Invite children to plan the design and layout of their information leaflet. Where will the images be and what size? Where will titles and subheadings be? What information and images will be on the front of the leaflet? What structural devices will help the reader?
- Through shared and modelled writing, compose each section of the information leaflet using the spidergram as a plan for writing. You may choose to do this over a series of sessions, giving children time to work independently on sections of their non-chronological report following shared writing, and returning to writing regularly to proof-read and make changes.
- Support children to check their work and work with response partners to edit and improve work against success criteria.
- Leaflets may be published using IT for example, using Publisher.

The following resources may be helpful:

<http://www.wilderness-survival.net/chp15.php> [Accessed August 2013]

CBBC's Fierce Earth Extreme: Coldest: <http://www.bbc.co.uk/cbbc/clips/p0168smx> [Accessed August 2013]

National Geographic Kids magazine: <http://kids.nationalgeographic.co.uk/kids/> [Accessed August 2013]

Aquila magazine: <http://www.aquila.co.uk/> [Accessed August 2013]

Information leaflets can be found in doctors' surgeries, chemists and libraries.

Session 12: Reading, story mapping

Learning Objectives:

Children are able to participate in discussion about a text.

Children are able to retrieve relevant information from a text.

Children can make inferences about a character based on a text.

- Continue reading until after the avalanche when Ivan was digging another tunnel.
- Talk with the children about all the experiences and dangers Ivan has experienced so far. Make a list of these and also all the creatures Ivan has met on his journey. Allow time to discuss what role Starjik has played in Ivan's mishaps. Is he playing cruel tricks on him?
- Working on large sheets of paper, ask children to work in pairs to create a labelled story map of his journey, his encounters and experiences.

Session 13: Reading, drama and role-play, writing in role

Learning Objectives:

Children are able to infer a character's feelings, actions and motives.

Children use appropriate vocabulary to describe a character and his behaviour.

Children are able to plan and rehearse sentences orally before writing.

Children reread writing and make changes to spelling and grammar.

- Use a hall for this session. Read the next part of the story until the villagers are watching the children dancing *'and as they watched they clapped their hands to the fast, clever rhythm.'*
- Lead the children in a dance around the hall to create this scene using folk music, jigs and reels. Form a circle with some children in the centre miming the fiddle players. Then organise the children into small groups and ask them to create small circles and individual or group dances to the rhythm of the music. Take digital images of the children working in role.
- On returning to the classroom project the image onto the IWB and ask children to work in role as Ivan, watching the children dancing. What is he thinking? How does he feel? Model your thinking to orally compose your own thought bubble. Encourage the children to orally rehearse their thought with a partner before working independently to compose their thought and identify their feelings. Add thoughts and feelings to the projected image.
- Ask children to write a caption for the photograph in role as Ivan remembering the event.
- Encourage them to revisit their captions to consider how it demonstrates understanding of Ivan and proof-reading for spelling and grammar.

Session 14: Reading, shared writing

Learning Objectives:

Children choose vocabulary appropriately for clarity.

Children are able to use well-chosen vocabulary to create poems.

Children reread writing, assess and make changes to vocabulary.

- Read on until *'the wind blew around him and there was laughter in it and he knew.'* Allow time for children to respond to this dramatic section, considering how Ivan is feeling at this point in the story.
- Continue reading the section which describes the meeting between Ivan and the old woman. She has protected him on many occasions. Reread the section which begins *"Sometimes I am an icicle or a bear or a spruce tree."*
- As a shared writing activity, create an 'I am' poem. Start by collecting lines together from the text in the story. It would be helpful to enlarge a section of the text for this activity.
 - *I am a twist of windblown snow, colder than the night.*
 - *I am the owl who showed you the way...*
- Discuss other forms the old woman might take to protect Ivan. Jot ideas on the flipchart. Through shared writing, create a line to add to the class poem taking an idea and embellishing it by considering descriptive use of vocabulary.
- Encourage children to take other forms from the ideas and compose a short poem.
- Through shared and guided writing, support children to redraft and edit vocabulary use.

- Poems could be illustrated with watercolour or ink paintings or alternatively presented using IT for example, PowerPoint, iPad's Book Creator.

Session 15: Drama and role-play, book talk, writing in role

Learning Objectives:

Children are able to draw inferences about characters.

Children ask relevant questions to extend their understanding.

- Introduce the idea of a television interview with the old woman. What would we like to find out about her at this point in the narrative? Children might consider why she followed Ivan, what she thinks about him and his quest and how she might advise him.
- Initially, you may wish to work in role as the old woman. Invite children to ask questions and answer in role. As children's confidence grows, develop the activity with a child working in role. The children ask questions while you facilitate. Make a note of interesting and thoughtful responses for use in writing.
- Ask children to imagine Ivan puts his hand in his pocket and alongside the frozen tears finds a letter from the old woman. What might it say? How might she encourage and advise him?
- Through shared writing, begin the note then ask children to work independently to complete their own note in role as the woman.
- Read onto '*Ivan shuddered because he knew he had come at last to Starjik's land.*' Discuss how Ivan might feel at this point in the story.

Session 16: Reading, drawing and annotation, book talk

Learning Objectives:

Children are able to participate in discussion about a text.

Children are able to draw inferences about characters.

Children are able to retrieve relevant information from a text to support their opinions.

- Read up to '*I have come for my brother.*' What have they found out about Starjik? Discuss how they visualise him and then ask children to sketch him catching bats or sitting on his throne. Expect children to label this sketch using the text to help them.
- Reread the description of Starjik in his cavern. Ask children to visualise him and allow time for them to discuss the images they see. Then ask them to create annotated drawings of him.
- In an additional art session children could create chalk pastel pictures or collages of the cavern scene rereading the description which begins '*he was looking into a great glittering cavern*' first.
- What have they found out about Ivan from this section? Go back to the lines '*the thought of his little brother in the hands of such a man filled Ivan with rage. He was so angry that his fear left him.*' What might Ivan do next? Ask children to note down their ideas. Why do they think this? Model how to give reasons for your thoughts and ask the children to do the same, making references to parts of the narrative.

Sessions 17- 18: Reading, book talk, special questions, writing in role

Learning Objectives:

Children use the text to support their ideas about a character.

Children are able to infer a character's feelings, actions and motives.

Children express views, giving reasons for their answer.

- Read on to the section beginning '*Once I was a child like these...*' where Starjik talks about the reasons for his behaviour. Have a whole class discussion about this. How do they feel if other children won't play with them? Is Starjik right to try and capture children like this? Is this a way to make friends? Make a note of the children's ideas.
- Through shared and independent writing approaches, ask children to write a note to Starjik giving their opinion on his behaviour.
- Continue reading to the end of the story. Allow time for children to share their responses using the 'Tell me' approach. You might place a large sheet of paper with the 'Tell me' grid on four tables: likes... dislikes... patterns and connections, puzzles. Each table has a different focus: character - Ivan, character - Starjik, setting, events. Children work in groups to complete the chart focusing on the given aspect. They then move around to another table to focus on another aspect, adding to the previous group's ideas.
- Support groups and individuals throughout the activity in giving reasons for their thoughts and encourage them to expand their thinking through dialogue for example, *explain why you think that... Can you extend that idea for*

me?

Session 18: Story mapping**Learning Objectives:**

Children are able to write a narrative following a chronological structure.

Children can use appropriate language and structure to retell narrative.

- Return to the earlier story map. Together make a list of the key events in the story.
- Invite children to work with a partner to create or add to their earlier story maps of these events.
- Return to the shared story map and the final part. Orally draft your own retelling of this part of the story as Ivan or his brother. Model how to use all that you've learned about the character throughout the teaching sequence to retell this final adventure with a resolution and ending.
- When they have finished their story maps ask children to use them to retell the last part of the story with a clear resolution and ending.

Sessions 19-20: Shared writing**Learning Objectives:**

Children are able to plan and rehearse a sentence orally before writing.

Children write the ending to a narrative including character and plot.

Children reread writing and make changes to grammar and vocabulary.

- Reintroduce the writing task and model retelling your ending, annotating your story map with helpful vocabulary and characterisation. Through modelled and shared writing, write an ending from the chosen character's point of view paying attention to structure and characterisation. Model how to orally rehearse sentences before writing and organise paragraphs. Support children as appropriate to write their narrative ending, returning to writing regularly to proof-read and make changes. Are all of the reader's questions answered?
- Teach children how to check their work and work with response partners to edit and improve work against success criteria.
- Narrative outcomes might be published using IT programs such as iPad's Book Creator and published online or made into a class book for the school or class library.
- You may wish to end the teaching sequence with a celebration to mark 'Ivan's day' when the village remembers how Ivan freed them from Starjik. This could include dancing, music, snacks and children improvising in role as villagers.