



## Chapter 2 · Hide and Seek

Getting Marcia back safely is Zara's biggest concern, while the ancient man is seeking an explanation to the wonders of the strange ice garden. Does danger hide beneath its beauty?

### THE ICE GARDEN

David Macphail

## CONTENT



### READ!

- **Reading comprehension questions:** 10 multiple choice questions to test text retrieval and reading comprehension. These questions may also be completed online at [www.fictionexpress.co.uk](http://www.fictionexpress.co.uk)
- **Guided reading:** teacher's notes and a written response worksheet comprising 6 questions which allow for deeper response to the story, looking at personal response, inference and prediction



### WRITE!

- **"Inspire!" words** to encourage children to include them in their own writing
- **Writing worksheet:** dramatic writing techniques
- **Grammar worksheet:** possessive apostrophes



### TALK!

- **Voting options:** discussion points for each voting option
- **Discussion activity:** perform a section of the story as oral storytelling



### EXPLORE!

- **Activity:** draw a picture of the ancient man



Name: \_\_\_\_\_

1

**Why is the ancient man interested in the ice steps?**

- A. They are beautifully made
- B. They have only just appeared
- C. He wonders who made them

2

**How does Zara find out where Marcia is hiding?**

- A. She hears Marcia coughing
- B. The ancient man coughs and points
- C. She sees Marcia's bow in the bush

3

**Who does Zara see in the helicopter?**

- A. A group of scientists
- B. Government officials
- C. A news cameraman

4

**Why does Zara push through the wall of honeysuckle?**

- A. She is following Marcia's laughter
- B. She hears someone calling her
- C. She wants to see what is behind it

5

**Why is Zara surprised by the trees in the meadow?**

- A. They are flowering at the wrong time of year
- B. They are too old to have grown in the time
- C. They are covered in beautiful birds



Name: \_\_\_\_\_

6

**What does Zara see on the ancient man's hands?**

- A. Strange writing
- B. Red scars
- C. Blue skin

7

**What type of tree is in the centre of the meadow?**

- A. An oak
- B. A crab apple
- C. A hawthorn

8

**What does Zara think the meadow is saying?**

- A. Zara ... Zara
- B. Listening ... Listening
- C. Help ... Help

9

**What makes the tree seem like it is crying?**

- A. The blossoms fall from it
- B. Rain drops from the branches
- C. Zara can hear a sob

10

**Which word is closest in meaning to fissure?**

- A. Iceberg
- B. Hole
- C. Crack



1

Recap on the last chapter. Ask: What is the most amazing thing about the iceberg? (Plants are growing on it.) Ask: What did Zara notice from the iceberg? (pollution) Agree that Zara's sister is missing and her father is on the phone. Read up to *...panic taking over*. Ask: Why is Zara's voice high and shrill? (She is panicking.) Ask: What do you think the steps mean? (Perhaps the iceberg wants people to climb it; perhaps someone is secretly living on the iceberg.)

2

Read up to *...as I passed*. Ask: Why does the ancient man cough? (To get Zara's attention.) Ask the children to find all the sounds in this section. (*giggling, rustle, footsteps, laughter*) Point out that Zara seems to be following Marcia into a secret, magical garden. Ask: What makes the plants seem magical? (They reach out; they are becoming thicker.) Challenge the children to find the list of three adjectives: *greener, deeper and thicker*.

3

Read up to *...whooshed off*. Point out that Zara is beginning to worry and everything is tense again. Ask: What reminds Zara of the rest of the world? (a helicopter) Point out that the people in the helicopter just take photos and go away again; they are not like Zara who is exploring the nature on the iceberg. Ask the children to find words and phrases that make the helicopter almost seem like a violent bird of prey, for example: *swooping, chopping, roar* and *whooshed*.

4

Read up to *"...what it is you hear, please."* How does the meadow seem magical? (It seems to speak; it is very old; there is a 'fairy tree' in the centre.) Remember that the plants seemed to reach out before. Ask: What does the ancient man think of the meadow? (That it is talking to him.) Ask: Why is the man sad at the end of this section? (He cannot hear the words and Zara can.) What mystery surrounds this ancient man and his past? (The strange scars he has on his hands.)

5

Read up to *A scary sort of black*. Ask: Why has the author mentioned the plane? (Zara notices the pollution it is leaving.) Ask: What impression does the word 'spewing' give? (That the smoke trail is horrible and like vomit.) Ask: Why do you think the tree is crying? (perhaps because of the pollution) The centre of the tree is described as 'scary'. Ask: What is happening at this moment? (Perhaps the iceberg is being destroyed.)

6

Read to the end of the story. Find all the words for movement here: *rumble, rippled, trembled, shuddered, lurched, tumbled, tore open, slipped* and *slid*. Clarify the meaning of 'fissure' and 'abyss'. Ask: What does Zara worry about when she thinks of her father? (That he will be cross and blame her for Marcia's disappearance.) Speculate on whether the events of this story will help Zara and her father mend their relationship.



Name: \_\_\_\_\_

**1**

**Why is Zara's voice high and shrill?**

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**2**

**Find and copy words for three sounds that help Zara follow Marcia.**

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**3**

**Write down two words that make the helicopter seem nasty.**

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Name: \_\_\_\_\_

**4** \_\_\_\_\_

Why is the ancient man sad when Zara hears the words *Listening ... Listening*?

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**5** \_\_\_\_\_

What impression does the word 'spewing' give of the plane?

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**6** \_\_\_\_\_

What happens at the end of the chapter?

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Here is some of the challenging or potentially unfamiliar vocabulary used in chapter 2 of *The Ice Garden*.

You may wish to explore this vocabulary, to improve children's understanding of the chapter, and inspire and enhance the quality of their own writing. You might like to display the words in the classroom, and encourage children to use new vocabulary as part of the Write! worksheet tasks.

blooms

deafening

giggling

knitted

roar

trail

urgent

whispered



Name: \_\_\_\_\_

The author has used lots of short impact sentences in this chapter to build tension and create a dramatic atmosphere. Can you find three examples of a short dramatic sentence in the chapter?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Write a piece of dramatic writing about Zara's hunt for Marcia using as many short impact sentences as you can to increase the tension and drama of your story.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Name: \_\_\_\_\_

Nouns often end in 's': some are singular, such as *bus*; some are plural, such as *cats*; some are possessive, such as *someone's*.

An apostrophe can be used to show that something belongs to someone or is connected to something. For example it can be used before the 's' in singular nouns, such as *The cat's whiskers are long*. It can also be used after the 's' in plural nouns, such as *The boys' shoes are yellow*.

Are the nouns below examples of single possessive nouns or plural possessive nouns? Write *Single* or *Plural* on the line.

- |   |       |
|---|-------|
| 1. The wild <u>flowers</u> ' petals bloomed.            | _____ |
| 2. Zara marched toward the <u>tree's</u> gnarled trunk. | _____ |
| 3. I could hear <u>Marcia's</u> giggling.               | _____ |
| 4. The ancient <u>man's</u> eyes were closed.           | _____ |

In these sentences, circle the word that needs an apostrophe to show possession.

1. The trees blossom was pink.
2. The childrens eyes grew wide with wonder.
3. The ancient mans hands gripped my arm.
4. My dads thoughts were far away from his children.

On a separate piece of paper, make a list of your five favourite possessions. Can you write three sentences about these belongings using plural possessive apostrophes?



### What happens next?

**A**

#### A face looms out of the tree hollow

Whose face might this be? Could it be Marcia's face? Perhaps it belongs to the ancient man or a new character we haven't met yet? What would be the most mysterious option? What do you think will happen in chapter 3 if this is the winning option?

**B**

#### Zara tumbles into the ice fissure

Where might the ice fissure lead to? What could happen to Zara if she falls into the gap in the ice? How might she be able to get out of this predicament? Could anyone help her? Predict how the story might develop if this is the winning option.

**C**

#### A hand grabs Zara

Who grabs Zara's hand and saves her? Look back through the chapter for clues. Do you think Zara has found someone she can trust to help her find her sister and explore the ice garden? Why or why not? Do you think it might even be her father who has finally got off the phone?

→ Which option do you think would be the most exciting one for the next chapter of *The Ice Garden*?

### Discussion Activity

Oral storytelling is an important tool for writers – it helps an author form ideas, check that what they have written makes sense and helps get the characters' dialogue right. In pairs or a small group, learn a section of the chapter and perform it to the rest of the class. Think about the characters and their voices. Do they have an accent? Maybe one talks with a deep voice and the other has a squeaky, high-pitched voice! As a class, discuss how each pair or group interpreted the story differently. That's the beauty of reading and writing – we each experience it differently as our imaginations are different!



Name: \_\_\_\_\_

Draw a picture of the ancient man. Think about any unusual clothes he wears or unusual belongings he might carry. For example, he might wear an old-fashioned hat and a monocle and carry a briefcase. Write three spoken phrases you think the ancient man might say about the ice garden.

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**READ! Comprehension**

1. Why is the ancient man interested in the ice steps?  
C. He wonders who made them
2. How does Zara find out where Marcia is hiding?  
B. The ancient man coughs and points
3. Who does Zara see in the helicopter?  
C. A news cameraman
4. Why does Zara push through the wall of honeysuckle?  
A. She is following Marcia's laughter
5. Why is Zara surprised by the trees in the meadow?  
B. They are too old to have grown in the time
6. What does Zara see on the ancient man's hands?  
B. Red scars
7. What type of tree is in the centre of the meadow?  
C. A hawthorn
8. What does Zara think the meadow is saying?  
B. *Listening ... Listening*
9. What makes the tree seem like it is crying?  
A. The blossoms fall from it
10. Which word is closest in meaning to *fissure*?  
C. Crack

**READ! Guided reading response answers**

1. She is panicking because her sister is missing.
2. For example: giggling, rustle, footsteps, laughter.
3. chopping, roar
4. He cannot hear the voice.
5. That the plane is being sick into the air.
6. A crack appears in the iceberg and Zara slips over into it.

**WRITE! Worksheet: Possessive apostrophes**

The wild flowers' petals bloomed.

plural

The trees' blossom was pink.

Zara marched toward the tree's gnarled trunk.

single

The children's eyes grew wide with wonder.

I could hear Marcia's giggling.

single

The ancient man's hands gripped my arm.

The ancient man's eyes were closed.

single

My dad's thoughts were far away from his children.