



Chapter 5 · The Message

With Zara and Marcia in danger from Hector, and the iceberg melting around them, it seems unlikely that they will escape alive, let alone hear the Fairy Queen's message...

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
- **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:** write a review of the book
- **Grammar worksheet:** improve your own writing



TALK!

- **Discussion activity:** act out and improvise last week's alternative endings, then discuss the themes of the story



EXPLORE!

- **Activity:** Climate change campaign placard



Name: _____

1 How are Zara and Marcia saved from Hector and the swirling water?

- A. The frost giant picks them up
- B. The frost giant picks Hector up
- C. Mav makes the water dry up

2 How does Zara see the vision of the barren land?

- A. She passes out when she is in the water
- B. She holds hands with Mav
- C. The frost giant puts a hand on her head

3 What is the vision of the barren land?

- A. The future of the Earth with climate change
- B. A place where Mav is taking Hector
- C. The surface of Mars where humans will have to go

4 Why has Mav given her message to a child?

- A. Children are more fun
- B. The adults will be dead soon
- C. The adults don't listen

5 Who saves Zara and Marcia as the iceberg breaks up?

- A. Hector
- B. Dad
- C. The frost giant



Name: _____

6

Why do Zara and Marcia need paramedics?

- A. Zara has broken her arm
- B. They are wet and cold
- C. The adults think they are seeing things

7

What is left after the ice garden goes under water?

- A. White flowers floating in the air
- B. A hawthorn tree growing on the bank
- C. Coloured lights playing on the water

8

Why does Zara want to get to school early?

- A. To tell her friends about the ice garden
- B. To start a protest about climate change
- C. To get to school before television cameras see her

9

Why does Hector come to Zara's school?

- A. To find out how Zara is
- B. To complain again about the message
- C. He has had a message in a dream

10

What does Zara see in the sky at the end of the story?

- A. The shape of Mav in the clouds
- B. Lightning
- C. A rainbow



- 1** Recap on the end of Chapter 4. (Hector, angry at not hearing the message, pulls the girls into the swirling water.) Point out the title of this final chapter. Ask: What do you think the message is going to be? (We must work together to save the planet.) Read up to *...little dry patch around Mav*. Ask: Which phrases tell us that being in the water is frightening? (*freezing, my head went under, gasping with shock, thrashing, struggling, grip was too strong*).
- 2** Discuss the way the author describes the rescue: *bounded over, great legs crashing*. Reread paragraph three from *Hector whimpered...* What impression do we get of Hector? (He's weak, small and pathetic.) How does this contrast with his description in the first paragraph? What's changed? (He's battling a giant rather than a small girl.) How does Hector feel now? How do we know he is now sad rather than angry? (*slumped, sunk his head into his hands*)
- 3** Read up to *...out towards the river*. Ask: How do you feel when you read the description of the *bleak and barren land*? Encourage the children to talk in detail about the vision, challenging them to expand their thoughts. Choose and discuss words that create the scary vision of the future: *bleak, barren, burnt, scorched, toxic, black smoke, dying*. Ask: What message is Mav giving Zara? (That the Earth is in terrible danger.) Ask the children to compare Mav's vision with the magical iceberg.
- 4** Read up to *...came over me in there*. Agree that Zara and Marcia are now very much back in the real world with paramedics and Dad. Ask: How has Dad changed? (He is off his phone, he is hugging the girls, he is being a dad.) Why has he changed? (He's had a shock when the girls went missing and the iceberg broke apart.) Ask: How is Hector behaving now? (He's realised that he's been behaving badly, too, and he's apologised.)
- 5** Read up to the end of the story. Ask: What do you think the author is trying to say with the competition between the *dark rain clouds* and the rainbow's appearance at the end? Discuss that perhaps Mav is still talking to Zara: perhaps the *dark rain clouds* and the *rumble* are the threat of climate change and the sun and the rainbow represent hope for the future because Zara and other children are trying to save the planet.
- 6** Ask: How has the story made you feel about climate change? Encourage the children to recap on how the story has given its message, for example the iceberg was beautiful and fragile like the Earth, the Earth is being destroyed by bottles and rubbish, like the frost giant, like Dad we need to stop looking at our phones and start looking at the beauty of nature, we need to work together like Zara and Hector and spread the Fairy Queen's message.



Name: _____

1 Find and copy three phrases that show that Zara and Marcia are frightened in the water.

2 Look at paragraph three. What impression do you get of Hector here?

3 Look at the paragraph beginning *In the blink of an eye...*
Find and copy three phrases that make the barren land seem horrible.



Name: _____

4 _____

How has Dad changed in this chapter?

5 _____

Why do you think the story ends with a rainbow?

6 _____

How has the story made you feel about climate change?



Here is some of the challenging or potentially unfamiliar vocabulary used in chapter 5 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.

bleak

deserted

future

outstretched

plumes

shadow

thundered

united



Name: _____

Now that you have read the final chapter of *The Ice Garden*, write a review of the book.

Title: _____

Author: _____

Genre: _____

My rating (colour in how many stars you would give the book):



What happened in the story?

My favourite part:

Literary effects I liked (alliteration, similes etc.):

I would recommend this story to a friend because:



Name: _____

On a separate piece of paper, try to improve these sentences or write new sentences that use some of the writing techniques you have learnt.

1. Add punctuation and correct the spelling mistakes in the sentences below.

Help” I called out to the frost giant. The creeture was Mav’s guardian, a helper, so perhaps he would help me and my sister to

2. Write a sentence that includes three adjectives to describe this picture.



3. Write a short message to somebody in authority – such as a government minister or someone in your local council – to say what the environment means to you. Don't forget to use formal language for your message.



▷ In pairs or a small group, use improvisation to act out the different ending of chapter 4 that you came up with last week. You could each take on a different role or play multiple roles, using a different accents, body language and facial expressions to portray each character.

Remember to consider how this new ending affects the direction of the plot in chapter 5. Think about how you portray each character and their thoughts and feelings – think about their appearance, how they might move and the reasons behind their actions.

▷ Talk about the different themes that the author covers in the story. The biggest one is climate change and the need to save our planet, but there are also the bonds of sisterhood, a lonely man's desire to make his father proud, and Zara's own need to have a relationship with her father. It seems that much of the book is about family and relationships. We all come from different families but family unites us.

In the same way, it is Zara, Marcia and Hector's common desire to save the planet that unites them at the end of the story. Look in books or on the Internet to find out about climate change. Can you think of any ways you can help to save the planet yourself?



Name: _____

The mystery of the iceberg has been solved and Zara and Marcia are campaigning to protect the environment from climate change. Can you create another placard that they can use outside their school gates? What sort of design would have the best impact? For example, it could be a picture of children holding up a crumbling Earth or the Earth crying tears of sadness. Research some ideas using the Internet, then draw your placard design below. Remember to add a slogan.

READ! Comprehension

1. How are Zara and Marcia saved from Hector and the swirling water?
B. The frost giant picks Hector up
2. How does Zara see the vision of the barren land?
B. She holds hands with Mav
3. What is the vision of the barren land?
A. The future of the Earth with climate change
4. Why has Mav given her message to a child?
C. The adults don't listen
5. Who saves Zara and Marcia as the iceberg breaks up?
A. Hector
6. Why do Zara and Marcia need paramedics?
B. They are wet and cold
7. What is left after the ice garden goes under water?
A. White flowers floating in the air
8. Why does Zara want to get to school early?
B. To start a protest about climate change
9. Why does Hector come to Zara's school?
C. He has had a message in a dream
10. What does Zara see in the sky at the end of the story?
C. A rainbow

READ! Guided reading response answers

1. For example: my head went under, gasping with shock, thrashing, struggling, grip was too strong.
2. He is described as someone very weak, like a rag doll. He seems pathetic. When he sits slumped, he seems upset and defeated.
3. For example: bleak, barren, burnt, scorched, toxic, black smoke, dying.
4. Dad is off his phone and focussing on his daughters; he shows that he loves them and hugs them.
5. The rainbow suggests that if we all work together there is hope for the planet. It suggests that Mav is still watching over Zara and Marcia.
6. For example: The beautiful but fragile iceberg is like the Earth. It reminds me that the Earth is wonderful but that we are destroying it. It has made me want to do more to save the planet.

WRITE! Ways to improve your writing

1. "Help!" I called out to the frost giant. The **creature** was Mav's guardian, a helper, so perhaps he would help me and my sister **too**.
2. Example sentence: The **angry** protestors stood as one **strong** team, defending the future of their **troubled** Earth.
3. Children's own message with formal language.

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