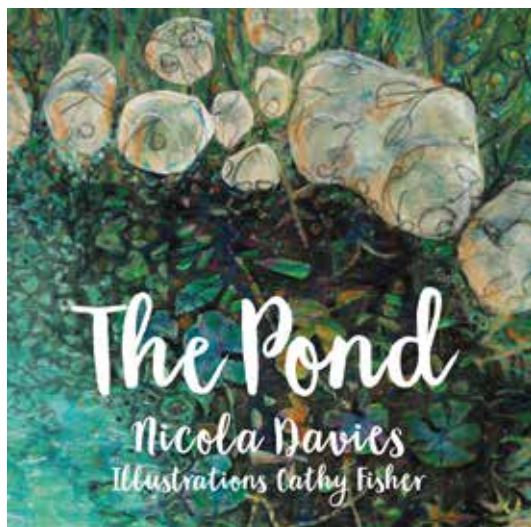


The Pond by Nicola Davies illustrated by Cathy Fisher



- Author Nicola Davies
- Illustrator Cathy Fisher
- 32 pages
- Size 250 x 250mm
- For readers aged 5 +
- Recommended for teaching Year 3+
- Hardback 9781912050703 £11.99
- Paperback 9781912213504 £6.99

Author and illustrator's websites:

www.nicola-davies.com

www.cathyfisher.co.uk

There are wonderful opportunities to develop empathy and understanding and to explore uncomfortable issues in this book.

Discussion in pairs, small groups and the whole class are an important element of developing these qualities and it is important to gently encourage the children to go beyond superficial answers and really explore the human responses, motivation and capacity to adapt and change.



Title

Discussion

- Is this fiction or non-fiction?

Think/pair/share

- What might this picture book be about? Give reasons for your opinion.

Cover

Discussion

- What are the main colours used on the cover?
- What sort of art materials has the illustrator used?



End papers

Discussion

- Front: What do you think these shapes are?
- Back: Why are these different images?

Creative challenge

- Draw your own micro-organism diagrams, using white paint or pen on dark paper. Use images from the internet to give you ideas.



The Pond (double page spread)

Discussion

- This type of picture is called a section. How has the artist created textures?
- What can you see in the picture?

Rapid research

- Find out about the life-cycle of a frog. Create a diagram, mobile or labelled model to convey this information.



Title page

Discussion

- What are the plants shown on this page? How many colours has the illustrator used?

Creative challenge

- Using the same colour range, and your own choice of materials, create your own images which can be used in a class collage of a pond.



Dad talked a lot

Discussion

What can you tell about the family from these pages? Use the words and pictures together to help you make inferences, jotting your ideas down.

- Dad:
- Me:
- Mum:
- Brother:



Dad never got his tadpoles

Discussion

- How did you feel when you read this page?

Author technique

- Why does the author use repetition?
- Find the metaphors and try to explain what they mean.
- Why do you think the illustrator chose autumn colours for this page?
- What does the image of the family suggest to you?



And then

Discussion

- Listen to audio recordings of ducks quacking. What does it sound like and how does it make you feel?
- Why do you think the duck has arrived?
- Do you think the duck will stay?
- What is different about the illustration on this page?
- In pairs: describe how the duck comes in to land. You might want to watch a film on the internet in order to make close observations.

Writing challenge

- Have you ever been awake early in the morning?
- Brainstorm ideas on why you were awake and how it felt. Think about the light, sounds and general atmosphere. Details, small ones, can create a vivid picture for the reader.
- Write a poem or narrative description.



So I got the hosepipe

Discussion

- Why do you think the boy can hear his Dad's voice telling him about the tadpoles?

Vocabulary

- What is poignant about the phrase 'for a moment'?

Writing challenge

- Think about a time when you've had fun with water. Brainstorm your ideas – what you can see, hear, feel, smell and taste.
- Write a short recount or poem about it. Think carefully about word choice, using a thesaurus to help you find the best words.

Art experiment

- How do you think Cathy Fisher created her picture?
- Try different techniques for creating water effects on paper. Decide which creates the effects which would best illustrate your writing.



But the pond edge broke

Discussion

- Do you think the boy deserved to be told off?
- Why do you think the mum has reacted in this way?

Drama

- In threes, freeze-frame the scene. When touched on the shoulder, explain how your character is feeling.
- In pairs: write a dialogue between the mother and two sons. Rehearse, making any necessary changes, and then perform to the class.

Discussion

- What do you notice in this illustration? Explain why you think the illustrator decided to portray the scene in this way.



I ran upstairs

Discussion

- How do you think the picture reflects the boy's anger and sorrow?
- Why do you think he's screaming at his Dad?

Art challenge

- Create your own picture of anger and/or sorrow. Think about the colours you are using.



After that

Author technique

- Find the examples of personification.
- How does this reflect the way the family feels?
- What time of year is it?

Art challenge

- Try to create pictures of trees by blowing paper/ink through a straw. See if you can guide the direction of flow.



Then, one afternoon

Discussion

- Why do you think the mum has changed her mind about the pond?
- Hot-seat the three characters, preparing questions and possible answers first.
- Why do you think the boy can't hear his father's voice?
- Why has the magic idea of the pond diminished?

Art challenge

- Take photos or create pictures of patterns or reflections in water.

Science

- Why are there concentric ripples around the hose?



My brother was the first

Discussion

- What is it that is moving?
- Would you think of using goggles to look underwater in a pond?

Writing activity

- Watch tadpoles and look at frogspawn. Brainstorm words to describe both: texture, movement and colour.

Either:

- Write a diamante poem made up of 7 lines using a set structure:

Line 1: Beginning subject (frogspawn)

Line 2: Two describing words about line 1

Line 3: Three doing words about line 1

Line 4: A short phrase about line 1, a short phrase about line 7

Line 5: Three doing words about line 7

Line 6: Two describing words about line 7

Line 7: End subject (tadpole)

Model example:

Frogspawn

Jelly bubbles

Floating, clinging, drifting

Developing spots of life, emerging in the pond

Kicking, swimming, feeding

Wriggly, squiggly

Tadpoles

- Create a second diamante poem moving from tadpole to frog.

Or:

- Write a haiku

1st line: has 5 syllables

2nd line: has 7 syllables

3rd line: has 5 syllables

Model example

Through floating green weed

Down dark in deeper water

Newborn wriggling life



Beetles dived with silvery beads

Rapid research

- Find out how a snorkel works

<https://uk.video.search.yahoo.com/search/video?fr=mcafee&p=snorkel+how+it+works+youtube#id=1&vid=aab50e9aaee1cb8c175003b7b0409e2e&action=click>

- If you can, go pond dipping and use a key to identify different creatures.
- Find out in detail about one of the creatures and make a fact file.
- What class do the different creatures belong to: insects/amphibians/molluscs?

Discussion

- How do you think the creatures arrived in the pond?

Drama

- Freeze-frame this scene.
- How does Mum feel about the pond now?
- How do the boys feel?

Art

- Create a class pond collage.
- Decide how to create the background first and what media you will use to create a watery effect.



After that

Observation and discussion

- Closely examine this double spread. List the items on or near the board. What information do you gather about the family from this?
- How does the boy feel about his father now? Why do you think this is?
- Check the list of pond creatures. Which are missing from your pond collage?

Rapid research

- Research the creatures for your fact files and then create any missing creatures to add to your collage. Think about the size, agreeing a scale to work to.

Art challenge

- Look up the plants on the Pond Plan Key. Draw or paint pictures of these to add to the collage.

Either:

- Design your own pond

Or:

- Design your own celebration cake.



Sometimes

Discussion

- Why do you think the picture depicts the boy floating on the back of a frog?
- What does he mean when he says 'Sometimes I'd sit beside the pond and tell Dad all about it.'?

Rapid research

- Find out what size a pond would need to be for ducks to live on.

But he was right

Author technique

- Why do you think the author uses the simile 'like stepping stones'?

Discussion

- Did anything surprise you on this page?
- Is the number of buds important? If you think it is, can you explain why?





Just you wait

Discussion

- Why are the words in speech marks?
- Who is speaking?

Creative challenge

- Make an origami water lily or frog.
<http://www.origami-fun.com/origami-lotus.html>
<http://www.origami-fun.com/origami-jumping-frog.html>
- Make a film, giving clear instructions on how to make a water lily or frog.
- Add your creations to the class collage.



It was time to leave

Drama

In threes: freeze-frame the scene in the car.

- How are the different characters feeling?
- Why does the mum say that they will build a pond in their new home?
- Why do you think they are moving?
- Draw a picture of what you think their new house might look like – is it in the town or country? Don't forget the pond!



End paper

Writing challenge

- Identify the creatures and make an infographic on ponds.

Discussion

- Choose your favourite picture in the book and explain why you have chosen it.
- Thinking back over the story, how much time do you think has passed?
Give reasons for your answer.
- What have you learned from the story?
- What has surprised you?

Emotions graph

- Create a graph to chart the boy's feelings as the story progresses. Decide on labels for the axes, showing time on one axis and feelings on the other. Decide on a title for the graph. Select words you think most suited to indicate how he is feeling at different points. These might include: happy, contented, unhappy, angry, lonely, desolate. You may have others which you prefer. Compare and discuss your graphs. Are you in general agreement? Whose graph is easiest to read? Has anyone used colour as an indicator of mood?

Quick research

- Bullet point the information you have on Nicola Davies and Cathy Fisher. Can you find out any further information?
www.nicola-davies.com
www.cathyfisher.co.uk

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