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Firelight of Heaven

Lizbeth Klein

ISBN: 978-1-921632-47-1

Recommended Retail: \$16.95

Recommended Age: upper primary to young adult

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Light the Dark Pty Ltd, Trading as Wombat Books ABN: 30 137 345 941

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Introduction

A hundred years is all that it has taken for the beautiful island country of Bethloria to fall into ruin under the rule of the tyrannical warlord, Morgran, who controls its seven kingdoms with his Untaming magic. In this ruined world, two brothers begin a journey that starts as one of survival, but turns into a search for the seven lost crystals of the Morning Star.

Story Summary

One dark night brothers Robbie and Dougray disobey the curfew set by Morgran and make their way to a secret meeting in the forest. When soldiers discover them, many people are killed and they find themselves rescued by Pelias Balahad, the infamous leader of the Resistance.

In the morning, rumour has reached the boys' grandfather's ears—men are being killed in the nearby town of Wyfren. He orders the boys to flee over Black Horn, the forbidden mountain, where they barely survive the freezing temperatures, monsters and tracking soldiers.

When they are attacked by Black Trolls, an Elf girl named Belle Shadow-Chaser saves them. She is searching for the seven lost crystals of the Morning Star, taken by Morgran. She accompanies them through the lost kingdom of Gardenia, protected by its frightening Guardian. They soon discover that spiders and other creatures have overrun the once beautiful land. When Robbie is supposedly killed by one of the monsters, Belle offers Dougray hope and faith in his grief-stricken state.

Meanwhile, Robbie tumbles into the River Brix, but manages to haul himself out. He meets Tisser, who is a strange creature called a Toggle. They flee after they hear howling black wolves and Robbie stumbles into Queen Shara's web. She is the largest predator in Gardenia! When she takes Robbie to her lair, a distraught Tisser goes in search for Dougray and Belle.

When they find the spider's lair, Queen Shara sends all her spiders to kill them, but she is no match for Belle's swiftness, Dougray's determination and Tisser's sharp claws. They vanquish Queen Shara, rescue Robbie and discover one of the missing crystals in the lair.

The crystal's unique magic uncovers a terrible secret that Dougray is carrying—a hidden spell that has corrupted him. Because of it, all the people who attended the secret meeting in the forest have died. Now he must seek forgiveness from those he loves. But will they give it?

Background Story Information

A hundred years is all that it has taken for the beautiful island country of Bethloria to fall into utter ruin under the tyrannical warlord, Morgran. Its seven kingdoms were prosperous and peaceful, until he cast his longing eyes upon its shores. His desire was to have it for himself and so he began his conquest with outright invasion. But time and again, his efforts were thwarted by the seven Kings of Bethloria, who were wise and strong.

Morgran plotted more subtle means to bring about Bethloria's downfall. He sent wise men in the guise of advisors, who shared their wisdom with the monarchs. For a time, they seemed to prosper even more. But the advisors were crafty and cunning. They slowly introduced their own laws and traditions as they gained more control.

The introduction of magic deceived the kings and they used it for their own gain. However, the magic had a destructive property called the Untaming. It deceived them into considering themselves all-powerful.

The advisors suggested that the seven kingdoms form a confederacy in case of future attacks. Innocently, each King covenanted himself and his people in a blood oath, swearing to rally to any besieged part of Bethloria and give aid where and when it was needed. They foolishly invoked a curse to consume them if the oath was neglected or broken.

Time passed and promises were forgotten. The kings isolated themselves and their kingdoms more and more. When the attacks came many years later, they recalled the oath their ancestors had made

and sent for aid, but none came. The confederacy crumbled and the curse began its subtle work. Prosperity ended and poverty began. Peace left the idyllic shores.

Morgran invaded while the kings were too weak to repel his armies, stealing away the seven crystals of the Morning Star, a talisman that had once repelled him. Its crystals were hidden within the decaying kingdoms, while Morgran's black spread like poison throughout the lands. He overwhelmed them and turned most of the Kings into Guardians, frozen in time forever. Their people were either killed, scattered or subverted by the untaming magic.

Key Learning Areas

English

HSIE/Geography—different terrains: mountains, jungles

Science—survival, crystals, spiders

Values

Determination

Commitment

Loyalty Friendship

Hope

Identity

Courage

Forgiveness

Faith

Themes

Death and loss

Good versus evil

Bullying

Destiny



About the Author

Lizbeth Klein lives in the Sutherland Shire with her husband. She has over nineteen years of experience in the classroom and six years as tutor of English for both primary and high school students. Four of her students have completed fiction manuscripts.

She has published several stories for the Yellow Box, a reading kit for early readers in primary school. She has also had many on-line educational articles and lessons published, as well as poetry and stories in two anthologies. In 2010, her YA novel *Firelight of Heaven* was short-listed in the Caleb Unpublished Manuscript Competition. In 2012, it was accepted for publication by Wombat Books. Her second book in the YA series, *Green Heart of the Forest*, was awarded a finalist position in the 2011 Caleb competition and has also been accepted for publication by Wombat Books. She has also judged several children's competitions in the Sutherland Shire.

Outcomes Linked to Content K-10

NSW Syllabus

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills.

English Stage 3

- communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features. **EN3-1A**
- composes, edits and presents well-structured and coherent texts. **EN3-2A**
- thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts. **EN3-7C**
- Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts. **EN3-8D**

English Stage 4

- responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. **EN4-1A**
- uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts. **EN4-3B**
- thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts. **EN4-5C**

HSIE Stage 3

This unit provides opportunities for students to investigate a rainforest environment in Australia. It also provides opportunities for students to explore descriptions and information reports. It links with English, Creative and Practical Arts and Science and Technology.

Outcomes and Indicators

- > **ENS3.5** Demonstrates an understanding of the interconnectedness between Australia and global environments, and how individuals and groups can act in an ecologically responsible manner.
- > **ENS3.6** Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.
- > **SSS3.7** Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.

GEOGRAPHY Outcomes Stage 4

A student:

- * **4.1** identifies and gathers geographical information
- * **4.2** organises and interprets geographical information
- * **4.3** uses a range of written, oral and graphic forms to communicate geographical information
- * **4.8** describes the interrelationships between people and environments

Science Stage 3 Outcomes

A student:

- > **ST3-1VA** show interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs, wants and opportunities
- > **ST3-4WS** investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations.
- > **ST3-7PW** uses scientific knowledge about the transfer of light to solve problems that directly affect people's lives
- > **ST3-11LW** describes some physical conditions of the environment and how these affect the growth and survival of living things
- > **ST3-16P** describes systems used to produce or manufacture products, and the social and environmental influences on product design

Science Stage 4 Outcomes

A student:

- > **SC4-1VA** appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- > **SC4-2VA** shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- > **SC4-6WS** follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- > **SC4-8WS** selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- > **SC4-9WS** presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

Related Text/Resources:

- 1) www.woodlands-junior.kent.sch.uk/Homework/mountains/types.htm
- 2) www.rainforestsinfo.org.au/children/chlinks.htm
- 3) www.daintreecoast.com/index.php?id=76
- 4) <http://www.reptilepark.com.au/our-animals/spiders/australian-spiders/>
- 5) <http://weatherwizkids.com/>
- 6) Wiseman, John 'Lofty', *SAS New and Updated Survival Handbook*, London: Collins, 1986

Discussion Questions and Activities

English

a) Death and Loss

At the beginning of the novel, the men in the cabin grieve over the loss of their sons, who have all gone to Morgran's war. Dougray and Robbie, the two protagonists, suffer the loss of almost everything by the end of the book.

Questions:

- What important things have you lost? How did you feel?
- How do people cope with loss? What do they do?
- Why are memories important?
- What *past* loss is foreshadowed to Robbie through visions?

Activities:

- List all the ways Dougray and Robbie experience loss in the story.
- Read this excerpt and discuss how leaving the farm affected Robbie. What memories did he take with him? Why those?

When he had finished, he looked around the small kitchen, at the peeling paint on the ceiling, at the mismatched, chipped plates and cups stacked on the wooden shelves. The faint smell of last night's vegetable stew still lingered in the air. He leaned across the table to open the window when his eyes caught an image in the grimy glass. The troubled eyes of a tall youth stared back at him. Long, straw-coloured hair framed a solemn, thin face.

He threw wide the window and latched it to the wooden frame. The cold air rushing inside made him shiver. He picked up the bulging bags, slung the heaviest one over his back and with a heavy heart, headed to the bedroom to say farewell to Faolan.

- Discuss how the overall sense of loss culminated for both youths at the conclusion of the book. (Chapter 26.)
- How do Belle and Tisser help the brothers forgive each other? (Chapters 26, 27)

b) Good versus Evil

Villains add suspense to a story. Their role is to thwart the goals of the main characters. Interestingly, the evil elements within stories are not always limited to **human** villains. Anything that hinders the main character's journey becomes an adverse situation, or stands in the place of an **adversary**. We can see that an *adversary* can be either natural or human or in fantasy stories, *human-like*. Often many things hinder the main character's journey. It can be the weather, a wild dog or a madman wielding a knife.

Questions:

- What evil is foreshadowed in the Prologue that haunted Robbie through the book?
- How did good overcome evil at the end of the story?
- How did the characters deal with adverse situations when they arose?

Activities:

- Make three columns and list the natural, human and human-like situations that hindered Robbie and Dougray's journey. Work in pairs.
- Show and read them to your group. Compare and contrast.
- Villain Activity Worksheet.

My Villain

Draw a human-like villain for your own fantasy story. Give him/it a name, add colour.



Write a description of your villain. Where does he/it live? What does he/it do? What are his/its evil plans?

C) Bullying

Bullying takes many forms: verbal, physical and psychological. The latter affects how people feel, think and even the way they see themselves. If psychological abuse continues over a long period, it can be very detrimental.

Bullying on a national scale is called tyranny. In *Firelight of Heaven*, the tyrant King, Morgran, has imposed his own rules and regulations on the subjugated communities that he has conquered.

On a personal level, Dougray often bullies his younger brother, Robbie.

Questions:

- In what ways did Morgran bully the community of Wyfren? How did the people feel, think and see themselves?
- As a result, how have the people taken matters into their own hands?
- How is the tyranny of a national leader likened to bullying?
- Is a dictator and a tyrant the same thing?
- Do you think Robbie handled his brother's bullying well or not?
- How did Dougray's attitude change toward Robbie at the end?
- How can you help someone who is being bullied?
- How does bullying make you feel?

Activities:

- Bullying occurs between Dougray and Robbie in several scenes in the story. List the ways in which Dougray bullied Robbie. Describe how Robbie handled it.
- Make a list of all the ways that bullying occurs in real life. Work in pairs. Share your results with the class.
- Design strategies to help people being bullied at your school. Create anti-bullying posters to hang around the school.

d) Destiny

Destiny is a fixed path where events are impossible to change. Robbie drops hints throughout the story that Dougray has a greater purpose, which his brother cannot see or accept.

Questions:

- Is Dougray's destiny somehow connected to the sword?
- Do you believe in destiny? Can we change or control the course of our own destiny? How?
- Do the choices we make play a role in changing our destiny?

Activities:

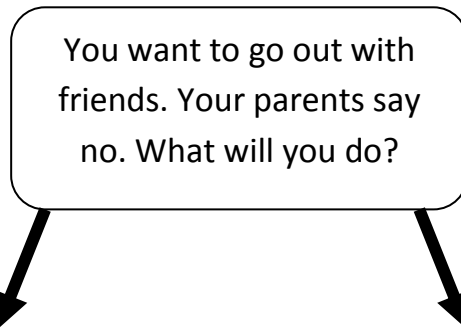
- There is a sense that the sword is a talisman with magical powers. Research the craft of forging and make a list of the steps involved in making a sword.
- Design a different type of object that Robbie could have carried instead of a sword. Draw it. Write a brief description of it, its purpose and how it's activated. See activity sheet below.
- New Talisman Worksheet.
- Decisions Worksheet.
- Read the excerpt below. Discuss how Dougray views destiny.

Tears rolled down her cheeks as she watched them leave. She smiled at Dougray with trembling lips. That one look ripped his heart from his chest. Leaving her was the hardest thing he had ever done in his life. She had always been part of his destiny but now she, too, was gone

.His eyes blurred as he hurried through the tunnel. Every step he took in the direction of the dark mountain was a step further away from the people he loved. Destiny, it seemed, demanded everything of him.

Decisions

Plot out two different paths someone might take because of a tough decision. Discuss which path is the more sensible one and why. Discuss the importance of making wise decisions. This is only one scenario. There are countless others for you to create.



Decision 1:

Result:

Leads to:

Decision 2:

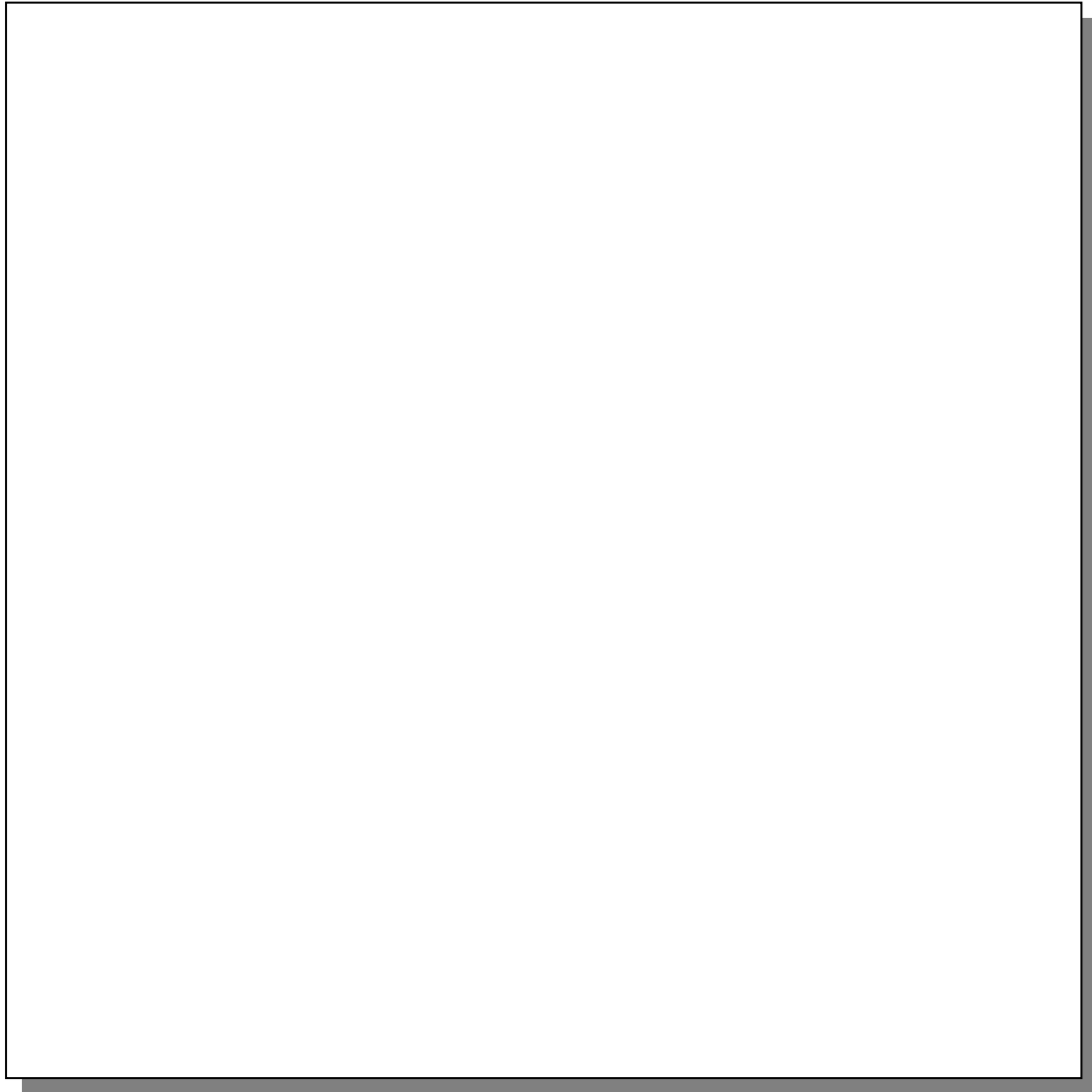
Result:

Leads to:

Extra English Activities

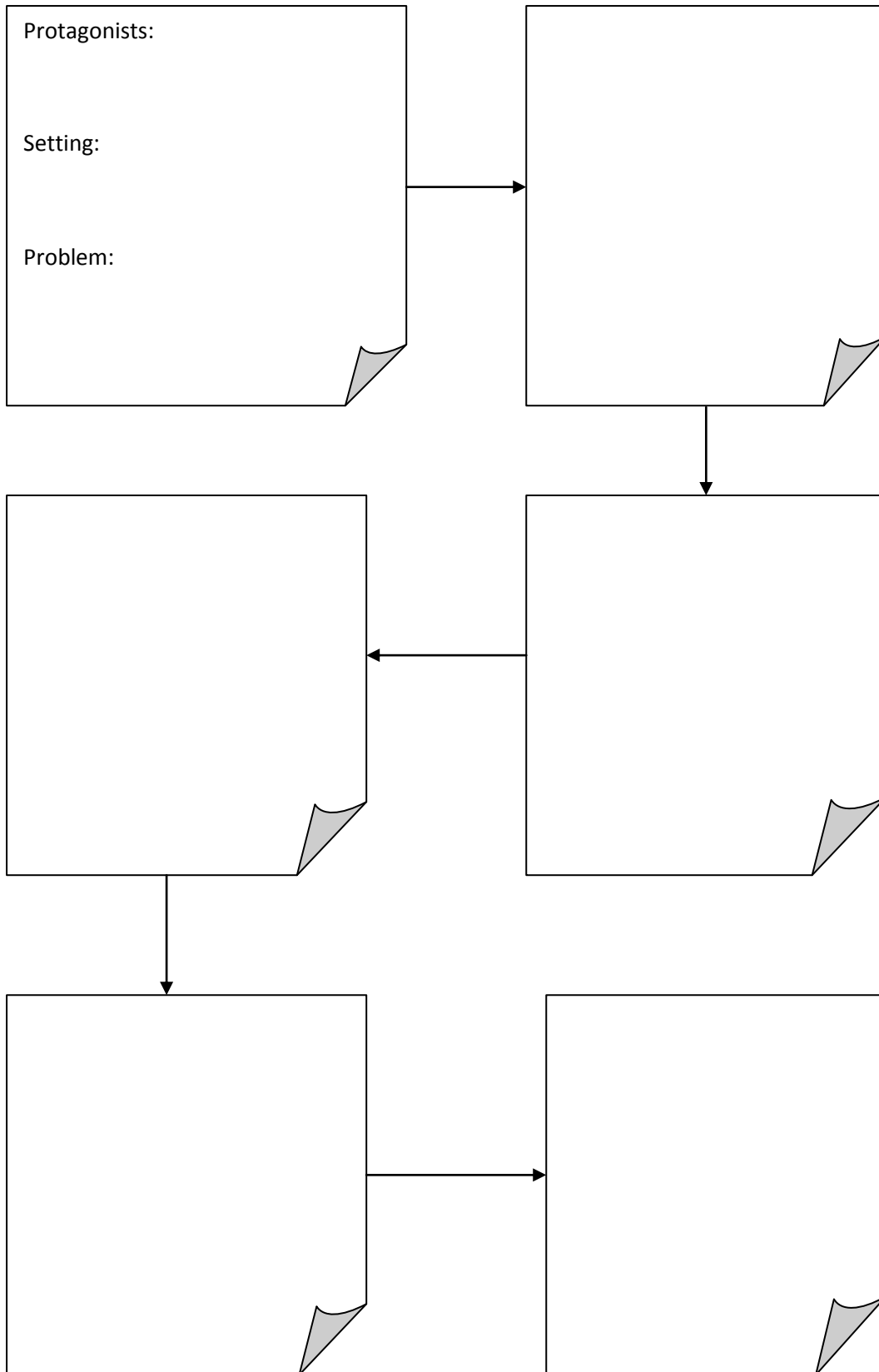
Task 1: Design a new cover for the book. Think of an exciting scene from the story. Include the title, author's and illustrator's names.

Task 2: Write a brief description of the scene and why you liked it.



Important Events in the Story

* Plot the key events from the story inside the shapes.



Characters

Task 1: Draw what you think the characters look like using the descriptions from the book. Write the descriptions on the back.

Task 2: Cut them out. Tie two sticks or bamboo together and attach the characters to them with string.

○
Dougray

○
Robbie

○
Pelias

○
Faolan

○
Belle

○
Guardian



Queen Shara



Tisser

Story Beginnings—Hooks!

A **hook** is the first sentence in a story that makes the reader want to read more of the story. It makes them think of questions about what has happened or what is going to happen. Below are six good hooks, but there are many others.

1) Action

Begin your story with a dramatic action scene, e.g. *Panic-stricken, Monica ran through the dank tunnel, arms flailing as she broke through unseen cobwebs in the darkness.*

3) Question

Ask a question that makes the reader curious about how it will be answered in your story, e.g. *Have you ever wondered what it's like being marooned on a deserted island?*

5) Description

Use description to draw your reader into your created world, e.g. *The first moon had already risen by the time the silver rim of the second appeared on the horizon.*

2) Dialogue

Start with two or more characters speaking, e.g. *"Let go! I can't breathe!"*

4) Announcement

Begin your story by mentioning an important event, e.g. *Monday came and still there was no sign of Monica.*

6) Mystery

Begin with teaser about what is to come, e.g. *The note held the clue, but all it said was 'Fisherman's Wharf. 10:30. Come alone.'*

Task 1: Match these sentences with the appropriate hook.

1) Only a few more minutes and Ashni would know the answer to the riddle.

2) Who said dwarves are funny?

3) Brett Ivenstead leapt into the saddle and galloped after the Prince.

4) "Hey, Martin! Check this out. I think it's a treasure map!"

5) Moonlight spilled onto the path and the leaves seemed to whisper high in the trees when Ashleigh went to visit her friend.

6) Zac zipped up his backpack and slung it over his shoulder.

7) Dirk didn't have time to scream, or to argue that he was only the butler.

8) Yerks are horrid creatures that live in the woods.

9) "You've gone and done it this time, haven't you?"

10) Evan Skyring eased back the throttle and swung his ship over the lake of Planet Ai.

Character Study

The **protagonist** is introduced in the **orientation** at the beginning of the story. Here the reader is given a glimpse of this character's life and the setting in which the story is told. Sometimes a clue to this character's problem is also given in the orientation. In *Firelight of Heaven*, there are **two protagonists**. Below are some details for you to fill in about them. The answers are located in the story, but some details can only be included once you have finished reading the book.

Dougray

Name: **Dougray**

Age: _____

Eye Colour: _____

Hair Colour: _____

Build: _____

Describe his personality.

What did he do before his journey?

What is driving him?

How does he react to the mountain and the journey?

How does his limp hinder him emotionally and physically?

How are his dreams different from his goals?

What does he fear?

What personality trait causes him to continue the journey after he discovers Tomas' death?

List the major problems, both internal and external, that he faces on his journey.

What does he achieve by the end of the story?

In what ways does he change by the end of the story?

Robbie

Name: **Robbie**

Age: _____

Eye Colour: _____

Hair Colour: _____

Build: _____

Describe his personality: _____

What is he afraid of? _____

How does he react to journeying to the cabin at night with Dougray?

His brother has a physical weakness. What are Robbie's weaknesses?

What are some of his strengths? _____

List the major problems, both internal and external, that he faces on his journey.

In what ways does Robbie change by the end of this story?

How is the way he sees Dougray different at the end from the beginning?

Random Stories

Here is a great game where stories can be invented with the use of cards! Stories can either be told orally in groups, or written down and illustrated.

- 1) Cut out these cards on different coloured cardboard: Characters, Setting, Problem.
- 2) Shuffle the cards and place the three piles upside down on the table.
- 3) Pick up one card from each pile and read them. Now use them to create your story.

Characters:

a clown

an alien

a king

a robot

a queen

a thief

a fisherman

a spy

a boy

a pirate

a bushranger

a girl

Settings:

mountaintop

a castle

deserted
shopping mall

a spaceship

a haunted house

deserted island

underground

on a pirate ship

dark alley

at the beach

a forest

a dirt road

Problems:

a scary message

broken bridge

snake

missing spiders

late friend

stolen amulet

scary dog next
door

lost bike

wrong bag

lost

forgot directions

missed train

HSIE/Geography

a) Mountains

There are different kinds of terrain that make up the setting in *Firelight of Heaven*. 'Black Horn', the forbidden mountain, is a place of mystery, since no-one is allowed to climb it by an edict made by Morgran. It is also one of fear because of all the rumours spread of what lives on the other side. Lastly, it is one of horror when the brothers discover that old Tomas has been killed and a terrifying black beast stalks its slopes.

Questions:

- Why was Black Horn forbidden?
- Have you ever seen or been on a mountain? Did you climb it? Ski on it? Fly over it?
- What is the world's tallest mountain? How tall is it?
- How do people use mountains?
- What is the climate like on mountains?

Activities:

- Create your own fantasy map. Give your geographical features unusual names. Use your map in a story of your own.
- In pairs list all the activities that can be done on a mountain.
- Mountain Research Worksheet.
- Volcano Research Worksheet.

Mountain Research



Task 1: Choose one of these mountains to research: *Himalayan Mountains, the Alps, the Andes, the Rockies, the Urals, the Sierra Nevada mountains, the Harz Mountains, Mount St Helens, Mount Pinatubo, Mount Kea and Mount Loa.* Complete the information below about it.

Mountain's name: _____

Location, including country: _____

Height: _____

Climate: _____

Flora growing on mountain: _____

Fauna found on mountain: _____

Is the mountain famous? What for? _____

Is it volcanic? When did it last erupt? _____

How does man use the mountain? _____

Task 2: Find a picture of the mountain you researched and glue it below.



Compare and contrast with Black Horn:

Volcano Research



There are no volcanoes in *Firelight of Heaven*, but they would make an interesting background setting. They also enhance danger within stories.

Task 1: What is a volcano? _____

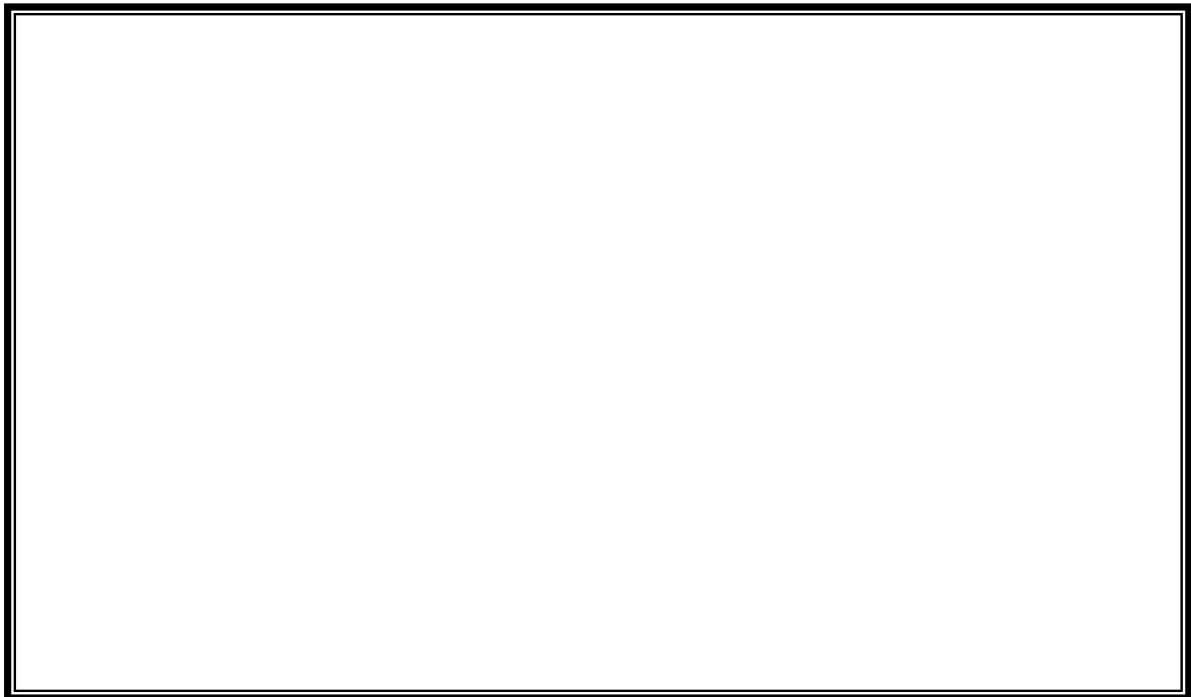
What does active, dormant and extinct mean? _____

Name 4 different types of volcanoes? _____

Which is the largest active volcano? _____

Task 2: Create your own glossary using these terms: ash, vent, conduit, crater, eruption, fault, geyser, lava, magma, mantle, volcano

Task 3: Draw the inside of a volcano and label the parts.



Name a famous volcano and when it erupted. _____

Task 5: Write a paragraph on the effects of volcanoes on people and the environment.

Quiz: Which island was formed by 5 volcanoes? _____

Creativity: What if Black Horn, the mountain in *Firelight of Heaven*, was volcanic? Add a descriptive scene when the two brothers are crossing Black Horn. What possible dangers might they have to deal with now?

b) Jungles/Rainforests

The jungle in *Firelight of Heaven* was called Gardenia. It was once a beautiful paradise, but Morgran has corrupted it with the *untaming* magic, allowing rot to spread everywhere. Huge spiders, peragons and other nasties now inhabit it.

Questions:

- What is a rainforest?
- What do you know about rainforests? Make a list.
- Why are rainforests special places?
- Why should they be protected?
- Have you ever visited a rainforest? Which one? Discuss what you saw.
- Why is it difficult to survive in a rainforest?
- How do the brothers survive their jungle ordeal in *Firelight of Heaven*?

Activities:

- Paint a picture of what Gardenia might have once looked like and another picture of what it looks like under the untaming magic.
- Write a report on the Daintree Rainforest. Include a map and pictures of its flora and fauna.
- Label rainforests on a world map.
- View pictures of rainforests and write a description.
- Plant trees and monitor their growth each month for a year. Graph results in the last month and write a brief report on its progress.
- Research one of these groups of rainforest animals: insects, reptiles, birds, frogs, arachnids. Present to the class as a project.
- Exposition: Rainforests should be preserved.
- Create posters on how different groups can preserve rainforests.
- Daintree Rainforest Worksheet

Daintree Rainforest

1) In which state is the Daintree Rainforest located? _____

2) What is its annual rainfall? _____

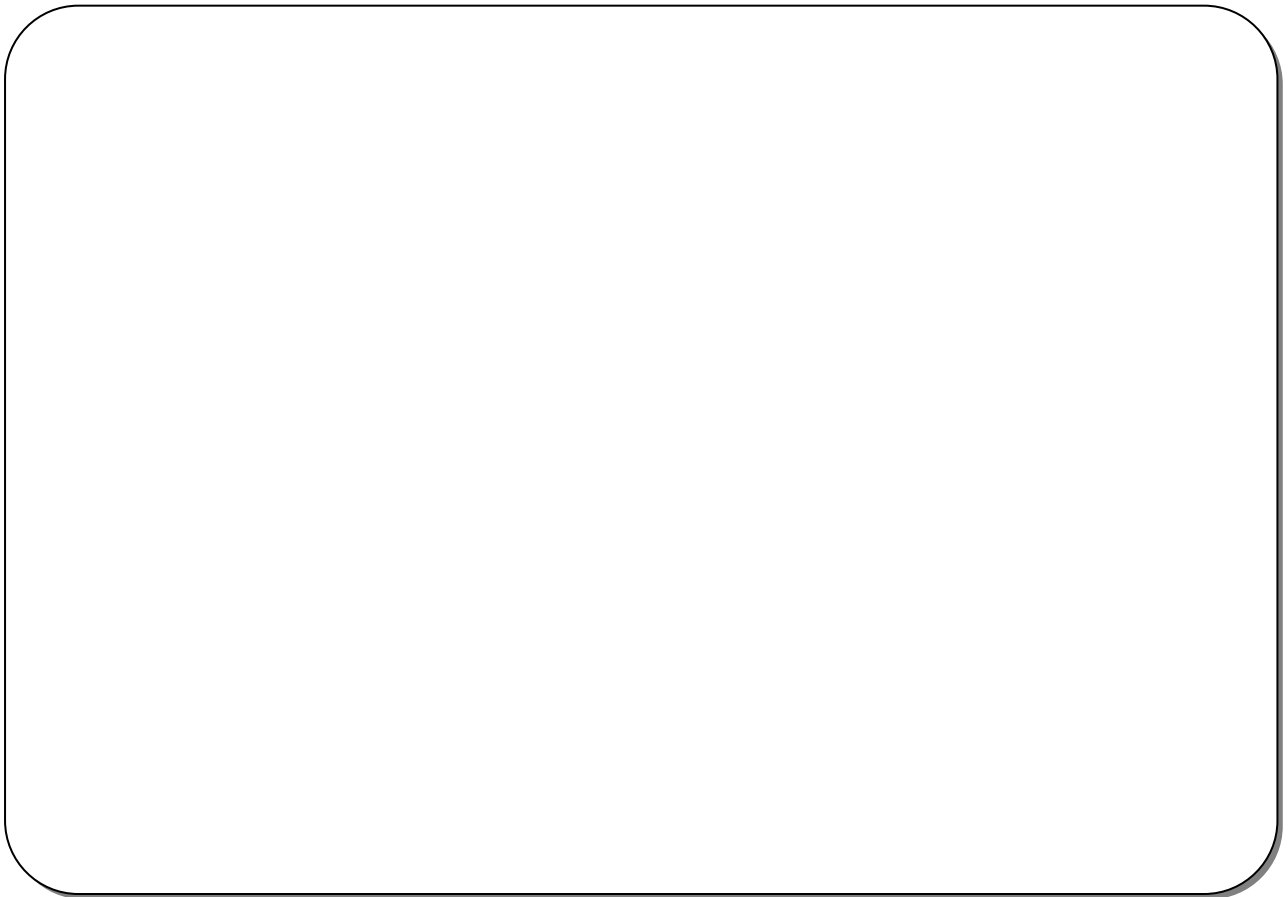
3) What is the nearest town to the Daintree? _____

4) Name the closest ocean. _____

5) What dangers affect the Daintree? _____

6) What animals live in the Daintree? Locate pictures of at least 5 animals and label.

7) Include a map of the Daintree below.



Science

a) Survival

Throughout the book, the brothers are forced to face survival situations. Often the types of terrain were very adverse. They faced travelling in snow and sleet across Black Horn, hiking through the perilous jungles of Gardenia, which were infested with venomous spiders and other nasty creatures. They also had to sleep outdoors in caves and even under trees. None of these were favourable for survival.

Questions:

- How did the brothers cope in these situations?
- Would you have been better prepared? How?
- What essential items would you need to stay alive in the outback? Make a list. Include clothing, equipment, maps, etc.
- What knowledge would you need in the outback?
- What physical and mental pressures would you have to overcome if you have a survival situation. Could you cope?
- What kind of weather/climate is mentioned in *Firelight of Heaven*?

Activities:

- Work in pairs and list the times you think Dougray and Robbie experienced a life-and-death situation. Read them to the group and see if they agree.
- Watch an episode of Bear Grills and see what measures he takes to survive. Take notes and write a report after the episode.
- **Scenario:** *While bushwalking, you and some friends become lost in the National Park. It's growing dark and cold and no one has a mobile phone to call for help. Someone sprains their foot and cannot walk without help. Worse still, it begins to rain.* In groups, create a plan for survival. Plan for the unexpected.
- Learn some camp craft: 1) how to make a temporary shelter using roots, branches, a hole, stones. 2) where to build a fire. 3) temporary beds. 4) learn some simple knots: reef, figure-of-eight, overhand, fisherman's, Honda. 5) learn map reading: interpreting symbols, scale, key, grids.
- Now make a small book with handy tips for survival in it from what you learned. Use John Wiseman's *Survival Handbook* as a guide. Include this one: if a person is dehydrated, wet their lips and see if they are swallowing. Give them small sips and don't let them drink quickly. Have them lie down in shade.
- Making a Simple Sundial Worksheet
- Cloud Diary Worksheet
- Moisture From Plants Experiment Worksheet

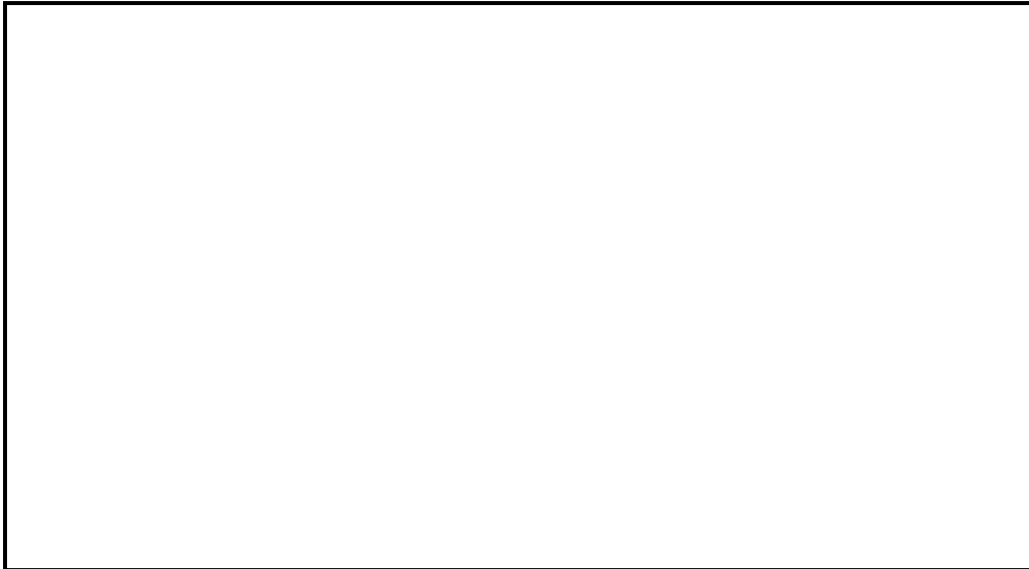
Making a Simple Sundial

Equipment:

Plasticine	marker
tall pencil	clock
sheet of white paper	sunny day

Steps:

- 1) Push the pencil into the plasticine.
- 2) Place the plasticine in the middle of the paper.
- 3) Draw where the shadow of the pencil is pointing to with the marker.
- 4) Guess the time using your sundial.
- 5) Check with a clock.
- 6) Measure at various times throughout the day.
- 7) Draw your experiment.

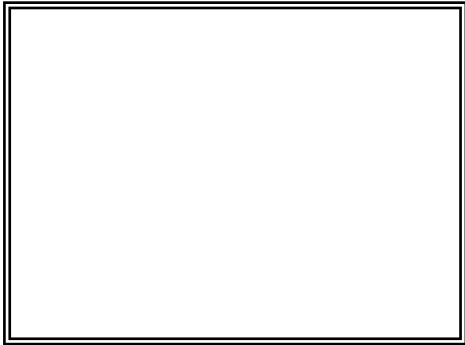


Describe how this simple experiment could help you survive?

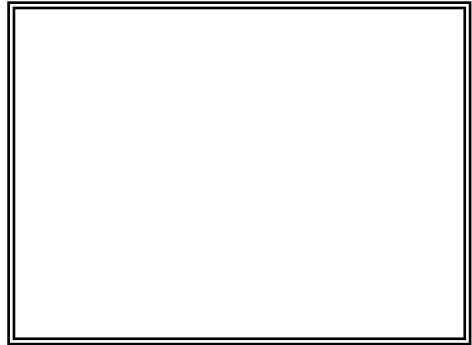
Cloud Diary

Task 1: Keep a cloud diary for a week. Draw the clouds each day at midday and describe the type of weather underneath. Record the temperature.

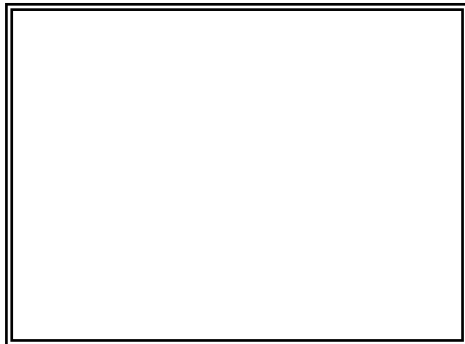
Monday



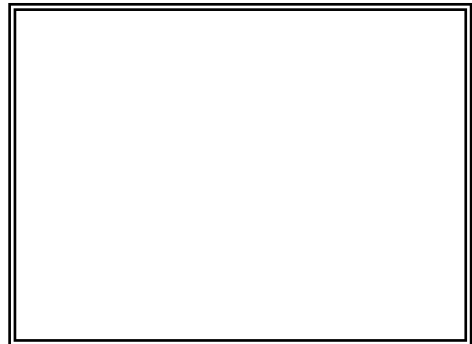
Tuesday



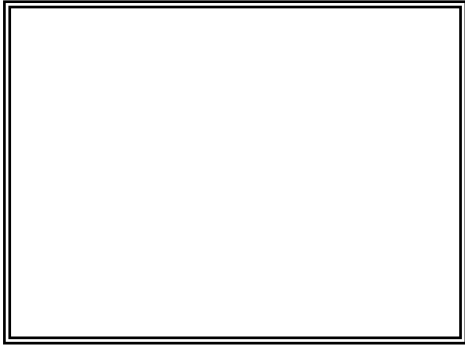
Wednesday



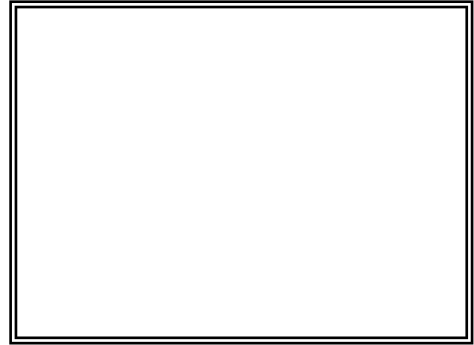
Thursday



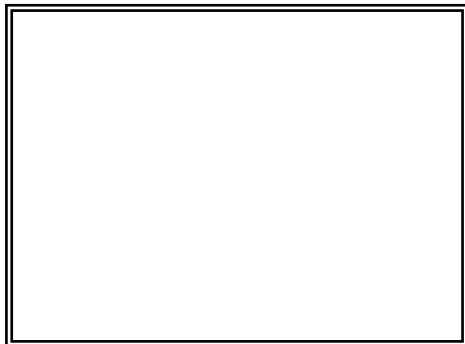
Friday



Saturday



Sunday



Task 2: Learn about different cloud types and what weather they signify. Look them up on the internet.

Task 3: Try to identify the cloud types in your diary.

Moisture from Plants Experiment

A plastic bag and an elastic band are all you need for this very simple experiment that could help you stay alive in the bush.

Task 1: Find healthy green leaves on a tree in the schoolyard. Place the plastic bag over the leaves and tie the mouth with the elastic band. Try to keep the bag from touching the foliage.

Task 2: Check the bag every hour and see how much water has collected in the bottom.

Task 3: At the end of the day, empty it out in a cup and measure how much water you have collected. Draw your experiment and write a procedural recount.

b) Crystals

In the heart of Bethloria were seven crystals with enough power to thwart Morgran's powerful sorceries. The only problem is that he got to them first and through the use of magic, stole them away. Now no-one knows where they are. Belle Shadow-Chaser is on a self-appointed quest to locate them and restore them in Bethloria's heart.

Crystals have properties of their own that set them apart from each other. Each has a distinct internal structure and the most common crystals are salt and sugar. Crystals can also be shaped and polished.

Questions:

- How are crystals formed?
- How might the crystals have formed in the Heart of Bethloria?
- Where do you find crystals?
- How fast can crystals grow?

Activities:

- Draw a 7-sided heptagon: side view, bird's eye view. Draw seven of them, then cut each heptagon out and place them together around a pivotal point to create the *Firelight of Heaven* crystals as they should appear in the book. The first one is red. What colours do you think the other six heptagons are? Colour each one in a different colour.
- Draw other polygons from different viewpoints.
- Growing sugar Crystals Worksheet

Growing Sugar Crystals

Ingredients:

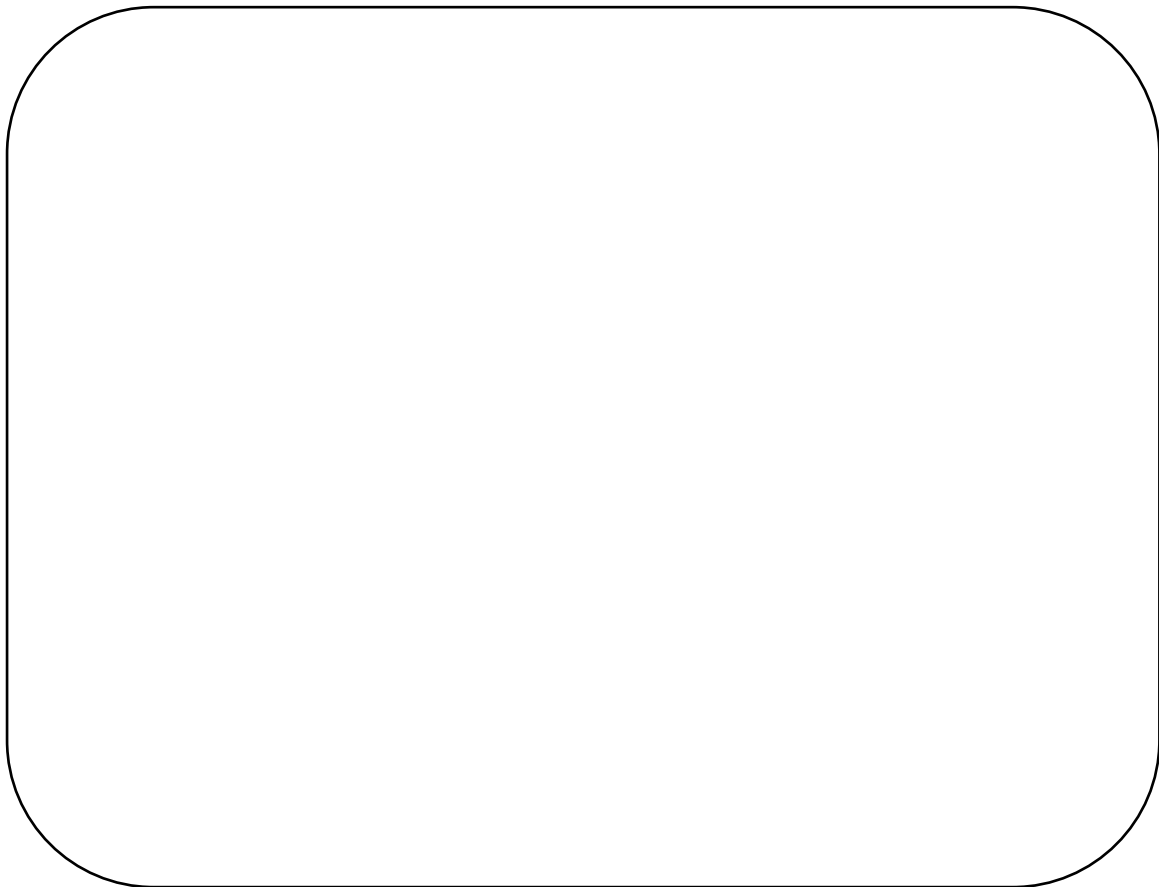
3 cups sugar

1 cup water

food colouring (optional)

Steps:

- 1) Place the sugar in a saucepan with the water.
- 2) Heat on a stove until the mixture boils.
- 3) Stir continuously until the sugar is dissolved.
- 4) Add the food colouring and mix well.
- 5) Sieve the sugar mixture into a clean container.
- 6) Suspend a wooden spoon or skewer in the mixture.
- 7) Leave the mixture and do not disturb for a few hours.
- 8) Draw what the sugar crystals look like below.



N.B. As the mixture cools, it will harden to form sugar crystals or rock candy.
This type of crystal can be eaten.

c) Spiders

One of the chief villains in *Firelight of Heaven* is Queen Shara and her spiderling children! They infest Gardenia and their webs are everywhere, making it a very dangerous place.

Questions:

- What do you know about spiders?
- Why did the author choose spiders to play an adversary role?
- Why are spiders so scary?
- What is the scientific name for spider?
- What is arachnophobia?
- Which books have spiders in them?

Activities:

- Research an Australian spider. Write about its habitat and include a map; diet, reproduction. Include pictures and drawings.
- Observe different spiders' webs and how the spiders use them to catch their prey.
- Learn first aid if bitten by spiders.
- Find the world's largest/smallest/most attractive/ugliest spiders.
- Spider Drink Recipe.
- Cookie Spider Recipe

Spider Drink Recipe

Ingredients:

Vanilla ice-cream

Creaming soda, lemonade, coke

Steps:

- 1) Place a large scoop of vanilla ice-cream into a tall glass.
- 2) Pour your desired drink over the top.
- 3) Place a straw and tall spoon in the cup.

Cookie Spiders Recipe

Ingredients:

black licorice sticks

chocolate frosting

fudge sandwich cookies

red lollies for eyes

Steps:

- 1) Cut licorice in half.
- 2) Remove the top of each cookie.
- 3) Press 8 licorice sticks into the centre to resemble spiders' legs.
- 4) Put the top of the cookie back on.
- 5) Spread chocolate frosting on top of the cookies.
- 6) Place red lollies on top for spiders' eyes.