



3. Journeys

Objective

To use spoken language to develop understanding; to participate in discussions.

What you need

Copies of *Journey to the River Sea*.

Cross-curricular links

PSHE, geography

What to do

- Focus attention on the word 'Journey' in the title of the book and ask the children to summarise the main journey in the narrative (Maia's journey from England to the Amazon). Suggest that as well as the physical journey, a journey can often be a 'voyage of discovery'. People often see journeys as a way to explore places and also to discover things about themselves.
- Encourage volunteers to talk about journeys they have made, and what they learned from them or about themselves. It might be somewhere they especially liked or disliked, or that they discovered something they could do they had never tried before. Encourage discussion of how journeys can open our minds.
- Arrange the class into pairs and challenge them to think of three things that Maia learns about the Amazon, and three things she learns about herself. Bring the class back together and note the best ideas on the board. (For example, Maia learns about the Xanti, the waterways and Manaus; and she learns that she is brave; keen for adventure and loves the Amazon.)

Differentiation

Support: Limit the pair task to what Maia learns about the Amazon, then discuss as a class what she discovers about herself.

Extension: Let pairs repeat the exercise for other characters (for example, Clovis or Miss Minton).

4. Consequences

Objective

To give well-structured explanations for different purposes.

What you need

Copies of *Journey to the River Sea*, photocopiable page 35 'Consequences', scissors, glue and paper.

What to do

- Arrange the class in pairs and hand out copies of photocopiable page 35 'Consequences'. Explain that they should work through the sheet, discussing how each event drives the plot. Discuss the first event together, to get them started: When Miss Minton's corset is found floating, it leads to the search party that finds Maia and Finn living amongst the Xanti, meaning they must return to England.
- When they have finished, they should cut out the boxes and paste them on the paper in the order they appear *in the narrative*. Point out that this may not be the same as their chronological order, the order in which they happened in time.
- Review their work as a class. Encourage children to think how the author sometimes shifts the narrative back in time, to explain events: for example, the horse riding accident happened sometime in the past, but it does not appear in the narrative until Chapter 9.

Differentiation

Support: Provide chapter references for events in the novel to help children arrange events in the right order: Box 5: Chapter 1; Box 3: Chapter 6; Box 4: Chapter 9; Box 2: Chapter 9; Box 6: Chapter 18; Box 1: Chapter 23.

Extension: Pairs can think of other events that drive the plot, discussing them together before writing or drawing them and arranging them in the right order.