

TEACHER'S NOTES

RAINBOW GREY

EYE OF THE STORM

LAURA ELLEN ANDERSON

This resource pack provides activities suitable for pupils in Years 3 and 4 based on the exciting new book *Rainbow Grey: Eye of the Storm* by Laura Ellen Anderson (author of the popular *Amelia Fang* series). *Eye of the Storm* is the second adventure in a series featuring Ray (Rainbow) Grey, and is set in the magical Weatherlands, high above the Earth, where all the Weatherlings have magical capabilities that control the elements.

The activities in this pack will introduce pupils to the characters in the series and summarise what happened in the first book (simply titled *Rainbow Grey*). Suggested questions and activities will then help guide discussions and writing tasks as pupils read *Rainbow Grey: Eye of the Storm* as a class novel.

What pupils will learn

By reading *Rainbow Grey: Eye of the Storm* and taking part in the planned, engaging activities, children will develop reading and writing skills from Years 3 and 4 of the National Curriculum for English. Questions about each chapter are included to prompt discussion about characters and explore main events in the story.

National Curriculum objectives are highlighted on each activity throughout the resource pack. The following objectives are covered throughout.

READING

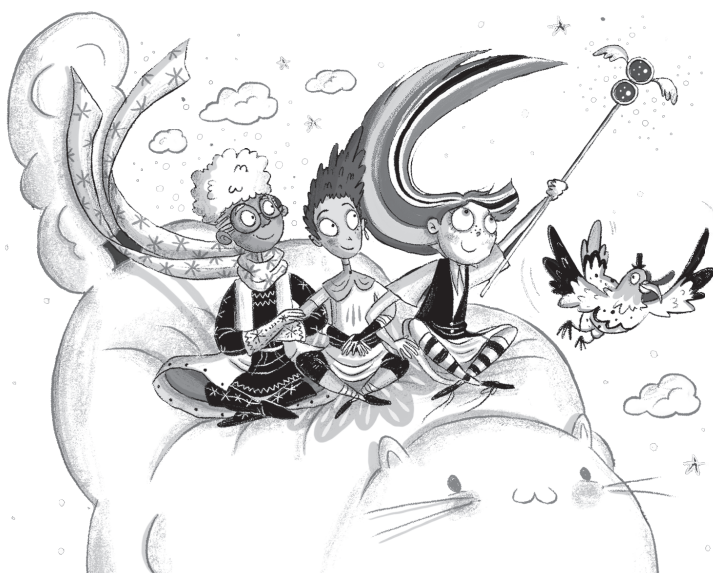
Develop positive attitudes to reading and understanding what they read by: listening to and discussing a wide range of fiction ...

Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say.



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Let us know how you have used this pack with us @FarshoreBooks and use the hashtag #RainbowGrey – we'd love to share your posts and photos with our followers and so would the author!



ABOUT THE BOOKS



Rainbow Grey

A magical new series from best-selling author and illustrator, Laura Ellen Anderson!

Ten-year-old Ray Grey lives in the magical Weatherlands, high in the sky. Ray is surrounded by Weatherlings with astounding weather power at their fingertips. . . but she doesn't have ANY magic!

Then, after a trip to Earth, Ray's life changes forever. She is transformed from Ray Grey into RAINBOW GREY! With the help of her best friends (and exploding cloud cat, Nim) now all Ray has to do is master her powers AND save the world from a mysterious, powerful enemy. . .

Rainbow Grey: Eye of the Storm

The second book in a magical new series from best-selling author and illustrator, Laura Ellen Anderson!

Ray is getting used to life as Rainbow Grey – she now has ALL the magical weather powers at her fingertips, although she hasn't quite mastered them yet!

When all of the cloud creatures start disappearing – including Ray's own beloved cloud cat, Nim – Ray and her friends have a mystery to solve. Ray is sure that a dark magic is behind the disappearances. Can she work out what is going on before cloud magic is lost forever and Earth is destroyed by the ultimate storm. . .?



1

MEET THE CHARACTERS

READING

Pupils should be taught to participate in discussions about books ...



You will need a copy of the book *Rainbow Grey: Eye of the Storm* and copies of the **Map of The Weatherlands** from Appendix Page 24.

Display the map of The Weatherlands and discuss where the story is set.

What do you notice about the names?

Where would they like to visit on the map? Why?

Show the cover of *Rainbow Grey: The Eye of the Storm*.

Explain that the book the class will be reading is set in the world of the map we have just been looking at. It is located above the Earth and characters in the story are able to visit Earth.

Share information from the first book in the Rainbow Grey series (called *Rainbow Grey*) with the pupils to help them understand key information about the characters and setting.

In the first book of the series, we meet Rainbow Grey (known as Ray) and her friends Nim, Snowden Everfreeze and Droplett Dewbells. Ray, Snowden and Droplett are all Weatherlings, who are each linked to a particular type of weather.



Share Meet the Characters (from Appendix Page 25) with pupils.

Which weather do you think each Weatherling is linked to?

How do you know?



Ray is a Rainbow Weatherling but she didn't always have magical powers; she was born without them. She is the first Rainbow Weatherling for over a thousand years.



Nim is Ray's cloud cat. He can be a little unpredictable as he often explodes into several pieces! Ray can travel on Nim around The Weatherlands and to Earth.

Droplett is a Rain Weatherling. She uses rain water to magically port from place to place through puddles.



Snowdon is a Snow Weatherling. He is very clever and small snowflakes come from his ears when he is thinking. These are called thinkflakes.



Share the information about each character with the class.

Explain that in both the Rainbow Grey stories so far, there are other types of Weatherlings. All Weatherlings have a special weather instrument for their magic.

Look at the images of the weather instruments on Activity Sheet 1: Weather Instruments on Page 17 and predict which weather each instrument may control.

(Answers: staff – rainbows; cloak; gloves – snow; sunflowers – sun; drum and stick – thunder and lightning; trumpet – wind; and crook – clouds)

Read the following synopsis of the first book to the pupils to share the adventures that the characters have been on so far.

Rainbow Grey

Ten-year-old Ray Grey lives in the magical Weatherlands, high in the sky. Ray is surrounded by Weatherlings with astounding weather power at their fingertips. . . but she doesn't have ANY magic!

Then, after a trip to Earth, Ray's life changes forever. She is transformed from Ray Grey into RAINBOW GREY! With the help of her best friends (and exploding cloud cat, Nim) now all Ray has to do is master her powers AND save the world from a mysterious, powerful enemy. . .



2

INTRODUCE THE BOOK

READING

Understand what they read . . . predicting what might happen from details stated and implied.

Remind pupils that we will be reading the book *Rainbow Grey: Eye of the Storm*, which is the second book in the Rainbow Grey series.

Discuss the title and make predictions about what might happen in this book.

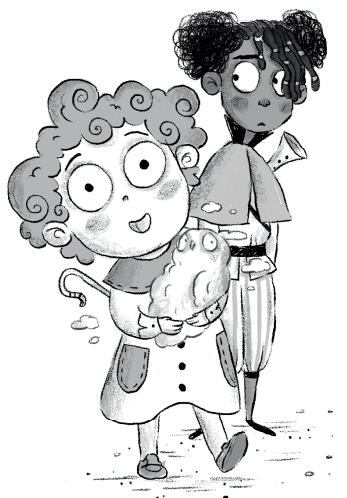
What do we think may happen in this story?

What weather might be included?

Read the information about the characters at the beginning of the book.

Are there any characters that were in the first book?

Reread the synopsis for the first book in the series on page 3 if needed.



Introduce **Activity Sheet 2: Role on the Wall** on Page 18.

What do we know about Ray Grey already from book one and the information at the beginning of the second book?

Pupils should add information about the character Rainbow Grey using the **Activity Sheet 2: Role on the Wall** on Page 18. Inside the character outline, pupils should write what they know about the character from information they have retrieved so far. On the outside, pupils can add information that they have inferred, such as how she feels. Questions for the character about events could also be added.

Read the first three chapters (to page 39) and discuss the events, using the following questions to shape the discussion:

Chapter 1

How does Aunt Froggaleena feel about Ray Grey and her rainbow magic?

Chapter 1 ends with the words ‘What could possibly go wrong ...?’.

Do you think Ray using her powers at the party is a good idea?

Chapter 2

Why is this chapter titled ‘Poof!’?

Chapter 3

Why did Agent Nephia arrive in this chapter?

Where could the baby clouds from the puff pods be?

After reading, pupils should add further information about Ray Grey to their Role on the Wall worksheet for her. Pupils may also want to begin a Role on the Wall for other characters introduced so far in the story.

Information should be added about the characters as pupils continue to read the book, adding details that they retrieve or infer from their reading. Answers to questions that they have asked can also be added.





3

RAINBOW SPELLS

WRITING

Plan their writing by discussing and recording ideas.



To draft and write by, in non-narrative material, using simple organisational devices.

Continue to read *Rainbow Grey: Eye of the Storm* to page 59 (end of chapter 5).

Ask the following questions about the events that have happened in this section of the story:

Chapter 4

Why was Ray worried at the beginning of this chapter?

What is the Weather Circle?

What have we found out about the Rainburrow in this chapter?

Chapter 5

How did the fog goblin get into the Rainburrow?

Why was Snowden going to miss school?

Discuss the rainbow magic that Ray has tried so far (retrieve spell in ch5, p52; weather shrinking in ch2, p15-16) and how successful it has been. Remind pupils that Ray has only recently gained her rainbow magic and has ALL previous Rainbow Weatherlings' powers, so she has a lot to learn!

Read the extracts on **Activity Sheet 3: Rainbow Spells** on Page 19 and discuss the spells. Discuss how instructions are structured using headings and numbered bullet points and the use of command sentences that begin with imperative verbs. Ask pupils to rewrite the information in the book as instructional texts that could be included in the *Rainbow Lore Book of Magic*.

Explore ideas for other rainbow spells that might be in the *Rainbow Lore Book of Magic* and allow pupils time to rewrite these as instructions.



4 EARTH STUDIES

WRITING

Plan and write by discussing writing similar to that which they are planning to write in order to understand and learn from its structure.

Draft and write by organising paragraphs around a theme.

Continue to read *Rainbow Grey: Eye of the Storm* to page 119 (end of chapter 11).

Ask the following questions about the events that have happened in this section of the story:

What might be included in *The Book of Forbidden Forces*?

What have we learnt about the Upper Weather School in this section of the story?

Which new characters have we met and what do we know about them?

Pupils could record information about new characters using Activity Sheet 2: Role on the Wall on Page 18, with different characters allocated to groups or pairs.

Would you like to be a pupil at Sky Academy?

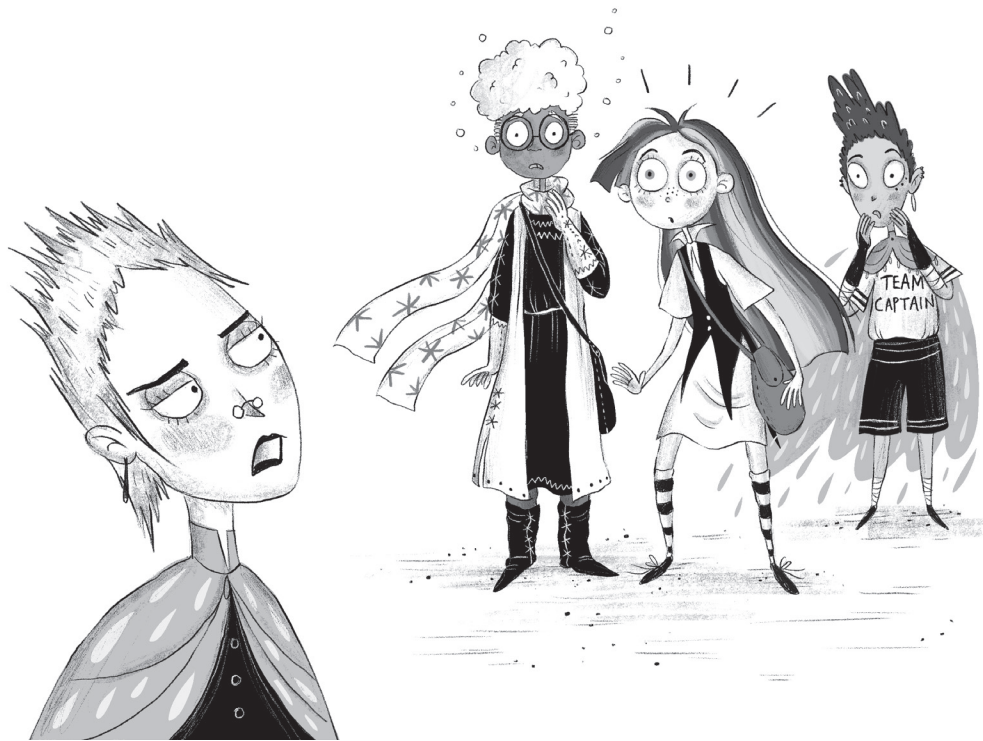
Discuss which subjects are taught at the Sky Academy (some are listed at the top of page 115).

What might be included in General Weather Studies, Earth Studies or Weather History?

What other subjects might be taught at the school?

Explain to pupils that they will be writing information for a textbook used in Earth Studies lessons at the Sky Academy. Which type of texts might be included?





Look at examples of non-fiction texts that pupils read to find out about topics that they study and investigate how they are structured with headings, subheadings and paragraphing. Revisit or teach grammar and punctuation that could be included in a non-chronological report about a subject.

Using **Activity Sheet 4: Earth Studies** on Page 21, pupils should plan and write a non-chronological report about something on Earth that could be included in an Earth Studies lesson at the Sky Academy. Discuss suitable subjects to write about; these could follow the pupils' interests (for example animals, technology, sports, transport, music, food etc), or the reports could be linked to a curriculum area you are currently studying, to provide children with an opportunity to show their understanding.

When completing **Activity Sheet 4**, pupils should record the topic in the centre and decide on the subheadings that they should use, noting information that they will include in each section.



5

EXPLORING CHARACTERS COO LA LA

WRITING

Plan their writing by discussing and recording ideas.

Draft and write by organising paragraphs around a theme.

Continue to read *Rainbow Grey: Eye of the Storm* to page 154 (end of chapter 14).

Ask the following questions about the events that have happened in this section of the story:

Chapter 12

Why was Ray being sent to her Aunt Foggaleena's house?

Do you think Gusty Gavin was happy that Ray took *The Book of Forbidden Forces*?

Chapter 13

How does La Blaze feel about Ray having the book?

Which Rainbow Gift did Ray manage to learn in this chapter?

Chapter 14

Where had Coo La La been?

Explore the character Coo La La further. Using the information from chapter 14, sequence what happened to Coo La La while he was away (use information on page 149 – 150) to create a class plan for a recount of his experiences).

Ask pupils to imagine they are Coo La La. How would he feel about each event in his journey back to the Weatherlands?

Explain that pupils will be writing a first-person recount in the role of Coo La La. Using the shared plan, pupils should write a recount of what happened in the form of a diary or simple first-person recount.

Go to www.farshore.co.uk/resources/ to find more Rainbow Grey activities, including How to Draw Coo La La by Laura Ellen Anderson



6

COMPARING CHARACTERS

READING

Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Continue to read *Rainbow Grey: Eye of the Storm* to page 214 (end of chapter 19).

Ask the following questions about the events that have happened in this section of the story:

Chapter 15

What was happening to the clouds in this chapter?

Chapter 16

We found out why Ray was the only person who could see the strange eyes in the Weatherlands. Why was this?

Chapter 17

How did a hat give away who Agent Nephia ACTUALLY was?

Chapter 18

Why had Nim been disappearing whenever Agent Nephia appeared? Does this explain why he has been looking so glum?

Chapter 19

Why do you think Tornadia was keen for Ray to join her and become a rogue?

Discuss what we have found out about the rogue Tornadia Twist in this section. Explore similarities between Ray and Tornadia and the differences that ultimately meant that Ray decided NOT to join her and become a rogue.

Using Activity Sheet 5: Comparing Characters on Page 22, record the similarities and differences between Ray Grey and Tornadia Twist.





7

DEFEATING THE EYE

READING

Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Continue to read *Rainbow Grey: Eye of the Storm* to page 250 (end of chapter 23).

Ask the following questions about the events that have happened in this section of the story:

Chapter 20

Where did Nim's trail lead?

Chapter 21

How had Tornadia 'twisted' the weather?

Chapter 22

How did the Weatherlings use their magic when fighting Tornadia in this chapter?

Chapter 23

How did Ray break the Forbidden spell?

Discuss as a class whether Ray was right to use *The Book of Forbidden Forces* and how different characters felt about this. Use role play to explore characters' viewpoints, questioning characters about how they felt about the events.



8 THE AURORA

READING

Pupils should be taught to develop positive attitudes to reading and understanding what they read by: identify themes and conventions in a range of books.

Continue to read *Rainbow Grey: Eye of the Storm* to page 257 (end of chapter 24).

Discuss the Aurora Borealis and what this is. Pupils could spend time researching the Aurora and where it can be seen on Earth.

Why did Ray visit here? What do you think has happened to her?

NOTE: It could be inferred that the Aurora represents heaven in this chapter, as Ray meets her ancestors and so Ray may have died – depending on pupils' age and sensitivities, you may wish to explore this idea with them.

Discuss the character Rainbow Beard. Ray still hasn't found out what his magical Rainbow Gift was. Allow pupils the opportunity to suggest what it may have been, sharing their ideas with others.



9

PUFF POD PATCH

READING

Understand what they read . . . predicting what might happen from details stated and implied.

Continue to read *Rainbow Grey: Eye of the Storm* to the end.

Ask the following questions about the events that have happened in this section of the story:

Chapter 25

‘We did it,’ Ray corrected with a wink.

Why did Ray tell her friends ‘We did it’ rather than taking all the credit herself?

Chapter 26

What happened to La Blaze in this chapter?

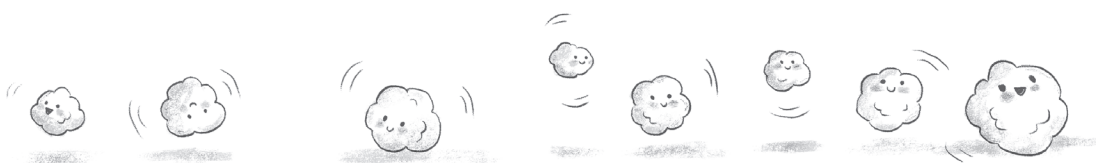
NOTE: La Blaze dies as she saves Ray using a Spell from The Book of Forbidden Forces (The Resurrection Spell).

Did Ray’s cousin, Cloudiculus, finally get his cloud creature?

Discuss the puff pods and the cloud creature that Cloudiculus chose.

Why were Cloudiculus’ family surprised by the creature he chose?

Using Activity Sheet 6: Puff Pod Patch on Page 23, pupils can design their own cloud creature. Ask them to imagine they are a Weatherling visiting the Puff Pod Patch, thinking about which creature they would choose and why. Will it have a particular skill or attribute linked to the animal chosen? Pupils should record the reasons for their choice on the worksheet.



WHAT HAPPENED TO TORNADIA TWIST?

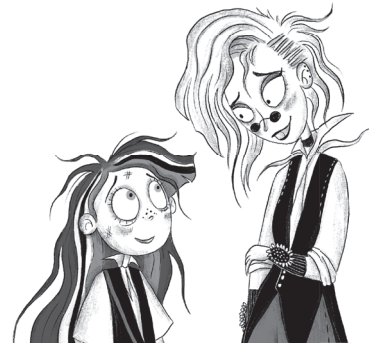
READING

Develop positive attitudes to reading and understanding what they read by: identify themes and conventions in a range of books.

Understand what they read ... predicting what might happen from details stated and implied.

Recall what happened to Tornadia in *Rainbow Grey: Eye of the Storm*, thinking about where she had been hiding for 1,000 years.

Discuss what Tornadia had done in the first book of the series (*Rainbow Grey*), that resulted in her hiding in 'The Greatest Snowman'. (She released a 100-year storm on earth and destroyed the Rainbow Magic 1,000 years ago).



Explore the theme of good and evil in the series, with Ray being the good character and Tornadia the evil one. Discuss how this is a common theme in books (and films/TV) and that in a series, the good and evil characters often appear in each sequel or book.

Do you think Tornadia will come back to the Weatherlands?

Predict what might happen in the next book in the series and whether pupils think that Tornadia may return.

Pupils could note their ideas, which could be developed into their own stories featuring Ray and Tornadia. Explore Weather Magic that might be used and how Tornadia could 'twist' the weather in Ray's next adventure.

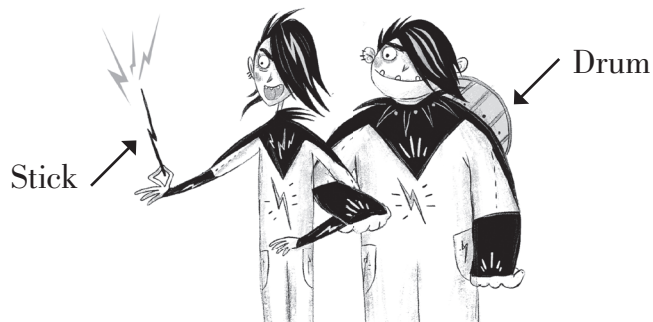
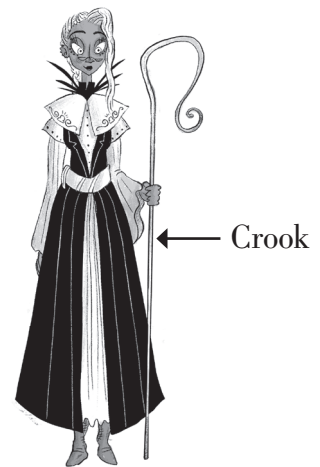
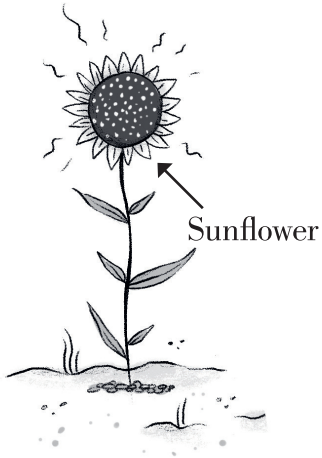
Other suggested activities:

- Write a recount as Tornadia while she was 'the Greatest Snowman'.
- Explore the weather instruments each Weatherling has (Wind Weatherlings have a trumpet etc). Use this information to design your own Weatherling and their instrument.
- Read the first *Rainbow Grey* book by the author and compare how the main characters have developed over the series so far.



ACTIVITY 1

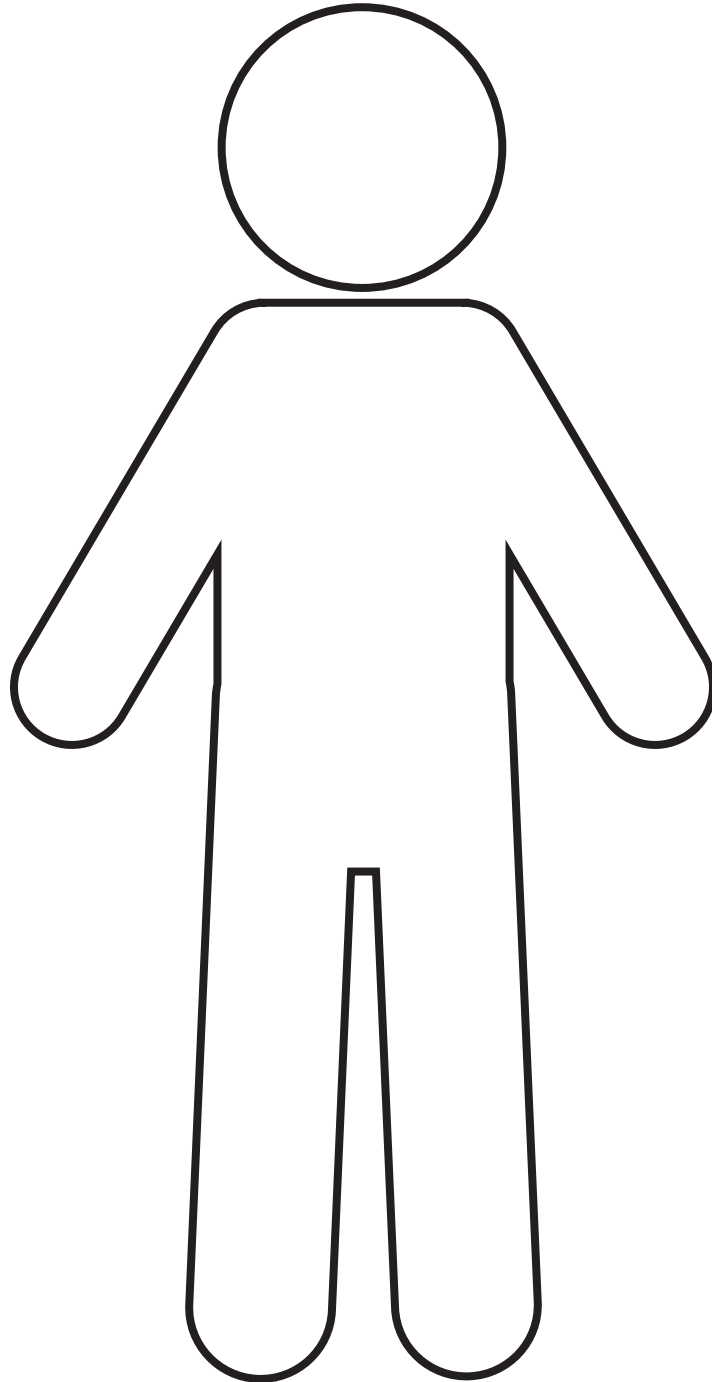
WEATHER INSTRUMENTS





ACTIVITY 2

ROLE ON THE WALL





ACTIVITY 3

RAINBOW SPELLS

Weather Shrinking Gift

(*Rainbow Grey: Eye of the Storm* pages 15-17)

Ray tried to remember how to perform the weather shrinking gift. Something about moving her staff around in a big circle? And making the circular motions smaller and smaller?

Ray held her staff out and felt the familiar tingle in her fingertips as her rainbow weather magic flooded through her. She began to swirl the staff around. Ray let out a sigh of relief as a beautiful stream of colours poured from the top of the staff.

How could you write this as instructions for the *Rainbow Lore Book of Magic*?

Record your ideas below.





ACTIVITY 3

RAINBOW SPELLS

Rainbow Retrieve Gift

La Blaze cleared her throat and read out the instructions on how to perform Rainbow Retrieve's gift.

'Firstly, one must focus on WHAT needs to be found,' said La Blaze.

Ray thought only of Nim, his big, fluffy cloud face filling her mind. It was lovely.

'Once your focus is entirely on the lost thing, you point your staff upwards,' finished La Blaze.

How could you write this as instructions for the *Rainbow Lore Book of Magic*?

Record your ideas below.





ACTIVITY 4

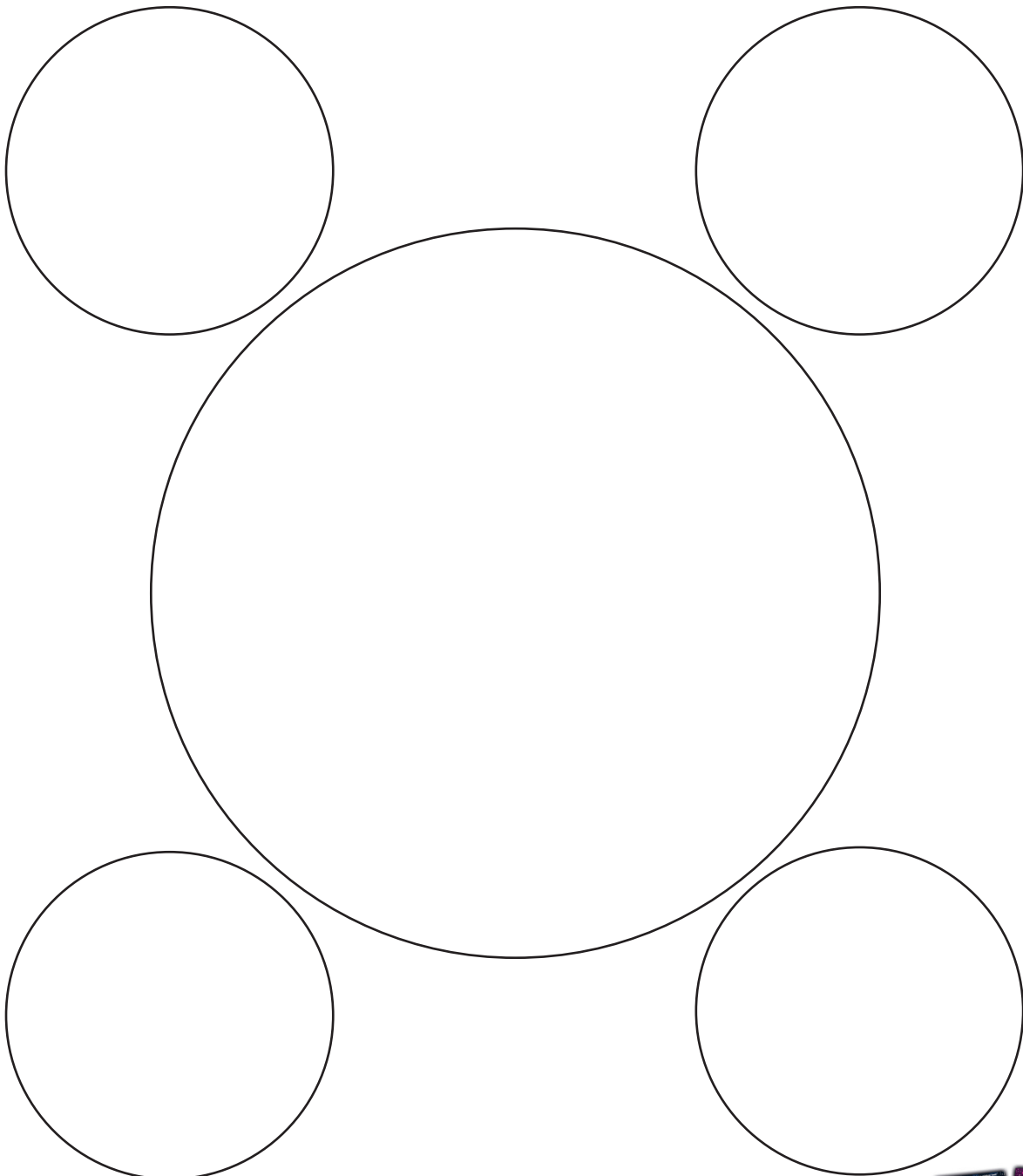
EARTH STUDIES

You will be writing a text that Weatherlings will read in their Earth Studies lesson.

Plan your ideas below before writing a non-chronological report that will be included in an Earth Studies textbook.

Write the topic that you will be covering in the centre.

Add subheadings that you will use to each of the smaller sections before adding notes to show what you will include.






ACTIVITY 5

COMPARING CHARACTERS

Compare the characters Ray Grey and Tornadia Twist.

Record their similarities and differences in the boxes below.

How are Ray and Tornadia similar?

How are Ray and Tornadia different?

How do their differences explain why Ray decided against becoming a Rogue?





ACTIVITY 6

PUFF POD PATCH

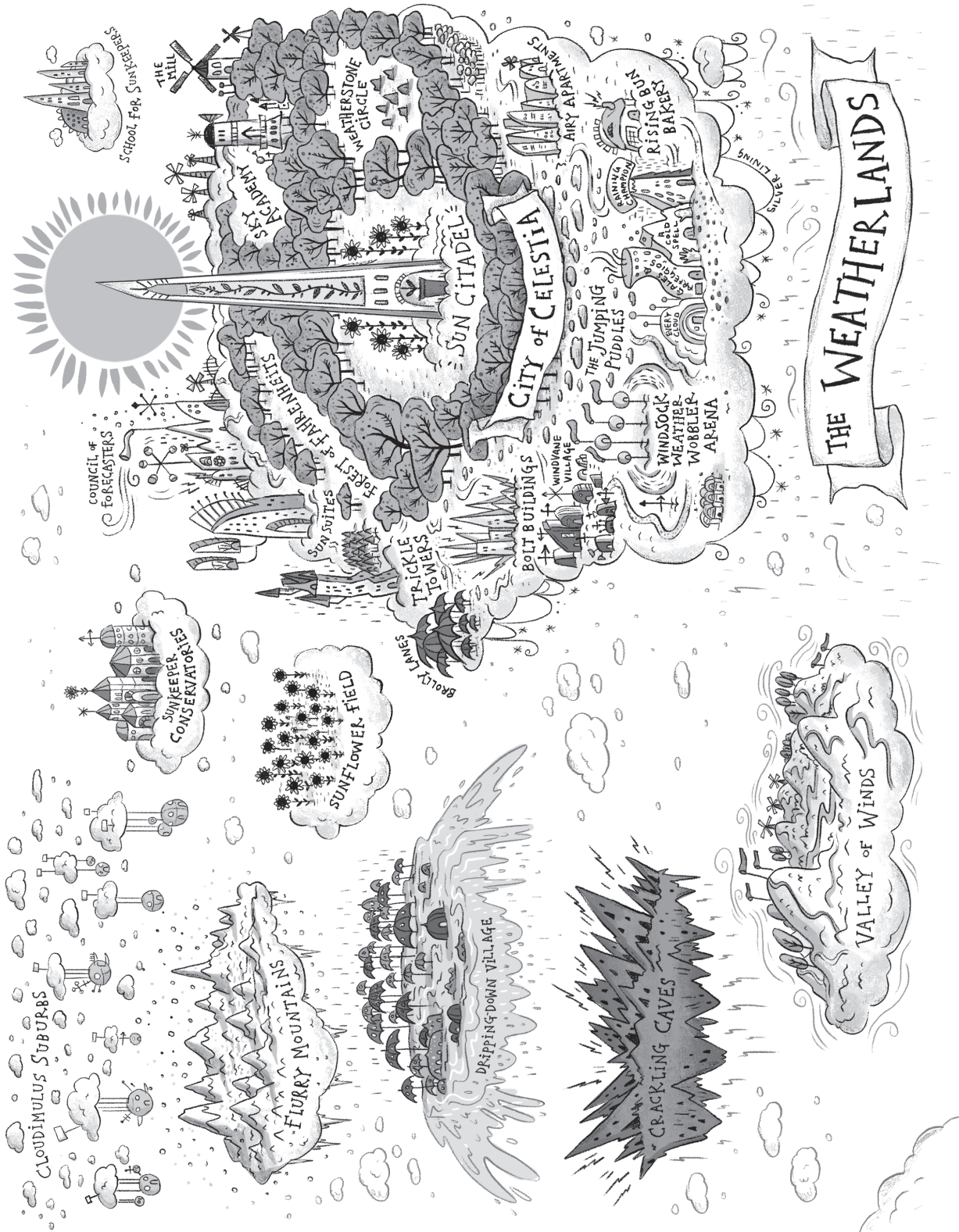
Imagine you are choosing a cloud creature from the Puff Pod Patch.
Which creature would you choose?
Draw a picture of your cloud creature.

Why have you chosen that creature?
Explain below.



APPENDIX

WEATHERLANDS MAP



APPENDIX

MEET THE CHARACTERS

