



An  
Explorer's  
Guide to

the  
lost spells

WINTER EDITION





# Contents

SNOW HARE **5**

GREY SEAL **9**

BARN OWL **14**

CURLEW **18**

GANNET **21**

SILVER BIRCH **24**

EXTRA  
CHALLENGES  
**30**

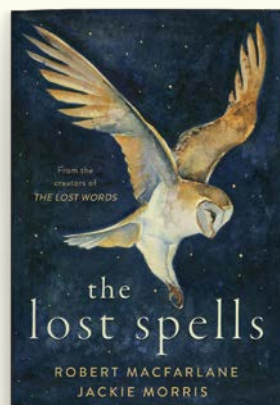
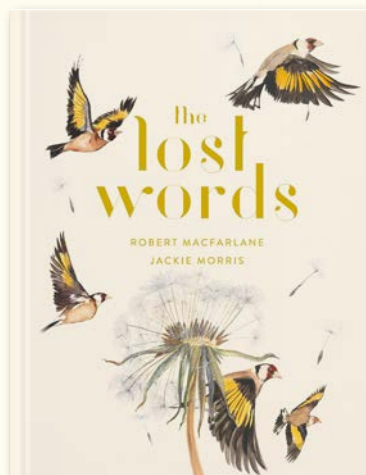
# About the book

**D**azzlingly beautiful and wonderfully inventive, discover the magical new book from the creators of bestselling, critically acclaimed literary phenomenon *The Lost Words* . . .

Kindred in spirit to *The Lost Words* but fresh in its form, *The Lost Spells* is a pocket-sized treasure that introduces a beautiful new set of natural spell-poems and artwork by beloved creative duo Robert Macfarlane and Jackie Morris.

As in *The Lost Words*, these 'spells' take their subjects from relatively commonplace, and yet underappreciated, animals, birds, trees and flowers – from Barn Owl to Red Fox, Grey Seal to Silver Birch, Jay to Jackdaw. But they break out of the triptych format of *The Lost Words*, finding new shapes, new spaces and new voices with which to conjure.

Written to be read aloud, painted in brushstrokes that call to the forest, field, riverbank and also to the heart, *The Lost Spells* summons back what is often lost from sight and care, and inspires protection and action on behalf of the natural world. Above all, it celebrates a sense of wonder, bearing witness to nature's power to amaze, console and bring joy.





# About *The Explorer's Guide*

**T**his *Guide* is for celebrating the magic of nature and the magic of language. It is for teachers, librarians and children who want to experience the sights and sounds of winter. It is for anyone with an interest in the natural world who wants to explore *The Lost Spells*.

This *Guide* is for use in classrooms, at home or in an outdoor space of your choosing. The various activities and challenges included can be dipped in and out of or used consecutively as a cross-curricular scheme of work.

There are limitless opportunities for learning across all subjects – from researching, writing and storytelling, to science and conservation projects. New resources will be added with each new season, and we hope you enjoy them.

Thank you  
The Hamish Hamilton Team

*The Lost Spell's Explorer's Guide*  
has been written by Eva John.



# snow hare

## Snow Hare 1



### SEEK, FIND, SPEAK

Why do you think Jackie Morris has created a close-up view of the hare rather than placing it in the wider landscape?

What can you tell about the hare and the landscape from this illustration?



## Snow Hare 2

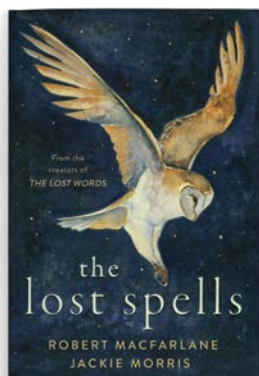
### WONDER WORDS

What do these words mean?

- Cairn
- Loch
- Glen
- Pass
- Burn
- spindrift
- Tor
- Reavers
- hunkers
- Ford

In which area of the UK do you think this is taking place?

What is meant by 'wears the cold'?



# snow hare

## SEEK, FIND, SPEAK



How is the harshness of the climate conveyed in both words and illustrations?

How do the first two lines and the last two lines of the spell use contrast?

What effect does this have on the structure of the poem?

Using coloured pencils, find the secret strings in this spell, such as rhyming words, alliterative words and repetitions, and link them together.

## Snow Hare 3

### SEEK, FIND, SPEAK

Why do you think the hare is graceless when walking but graceful when running?

What extended metaphor is used to convey the walking movements?

How do the words echo the movements?

Spot the simile. Why does this work well?

Which is your favourite image in the spell?

Can you think of any other creatures that appear graceless at some times and graceful at others?

### WRITING AND DESIGN CHALLENGE

Study pictures and films of snow hares.

<https://www.youtube.com/watch?v=Sr9HShqJMDA>

<https://www.youtube.com/watch?v=iNLgrSXZgQA>

What extra observations can you make? How could you express these most vividly? Play around with the words until you are satisfied that they capture what you have seen.

Design a card hare with jointed limbs to show the movements. You could use paper fasteners at the joints.

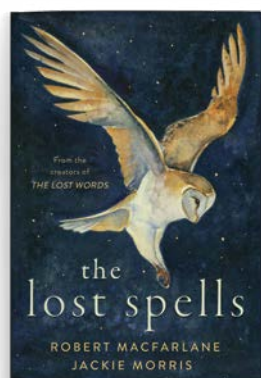
### WRITING CHALLENGE

Find a short film of a different animal and compose a commentary, describing in detail how it goes from being stationary to moving.

Think of any metaphors or similes that would make your commentary more vivid.

Try to make your words fit with the timing of the film.

Practise and record.



# snow hare

## CREATIVE CHALLENGE

Create a map of your own, labelling the features and places mentioned in the spell.



## Snow Hare 4

## RESEARCH CHALLENGE

List the different names given to the snow hare, the only Arctic mammal in the UK. What is its scientific name and why is it so called?



Find out about the current conservation status of the snow hare. What elements of climate change could impact on this?

Find out about the practice of hare culling in the Highlands. List the pros and cons and conduct a class debate.

## DIGITAL ART CHALLENGE

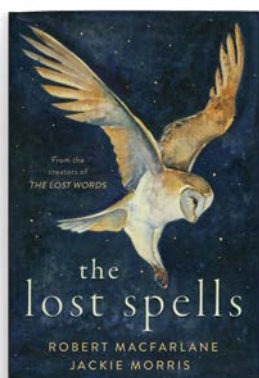
Create a stop-motion animation of the snow hare changing colour as the seasons change.

## WRITING CHALLENGE

What do you notice about the names of the places referred to in the spell?

Either:

Explore local maps of your area to discover any place names with this link in common.



# snow hare

Use them to create a song or poem, choosing a creature to focus on and following the same pattern that is used in the spell: four-line stanzas with the last two lines beginning,



By . . .

in/on/at . . .

Or:

Devise your own place names, incorporating them into a poem, song or story.

## SEEK, FIND, SPEAK

If you are able to, compare this 'Snow Hare' spell with the *Spell Songs* one, which was also written by Robert Macfarlane, and listen to Julie Fowles and Karine Polwart sing 'The Snow Hare'.

<https://www.youtube.com/watch?v=VY104-Y8gDo>

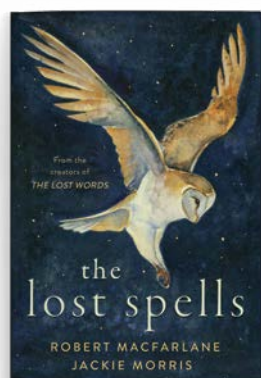
What differences can you spot, and why do you think Robert Macfarlane decided to change his spell?

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## Further Reading

### NOVEL

*The White Hare* by Nicola Davies





# grey seal



## Grey Seal 1

### SEEK, FIND, SPEAK

What are your first thoughts on looking at this illustration?



### CREATIVE CHALLENGE

Create an ocean drum.

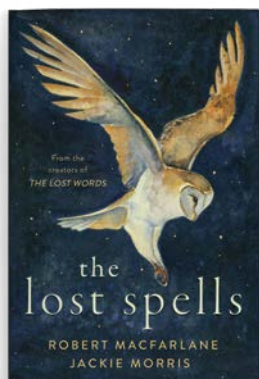
Experiment with different shapes (rectangular, cylindrical) and sizes of containers and the contents for the inside of your drum (pasta, small pebbles, beans, seeds). Which produce the most effective sounds? Why do you think this is? You could decorate your drum with a sea theme/colours.

<https://www.instrumentinsider.com/how-to-make-an-ocean-drum/>

Compose a soundscape to accompany this illustration. Think about the rhythm of the waves, the surge of the water, the noise of the pebbles . . .

Collect a hoard of words and phrases relating to the sea: sounds and smells; sensations and sights. Create a seascape poem to incorporate into your soundscape.

Practise, perfect and perform!



## Grey Seal 2

### WONDER WORDS

Find out what a selkie is and investigate the derivation of the word.

Find out what therianthropy means. Can you think of other stories in which this occurs?

# grey seal



## SEEK, FIND, SPEAK

What can you infer from this stanza about the 'Selkie-boy'?

Why do you think people originally told selkie stories?

What poetic patterns and techniques do you notice? You could use the secret strings approach, with coloured pencils for each type of pattern, to help you.

What activities, other than swimming, would clean your ears of 'human chatter'?

## CREATIVE CHALLENGE

What are the differences between plunging into a swimming pool, a river and the sea?

Imagine that you are diving or jumping into deep water. How does it feel against your skin? What happens to your senses of hearing and sight? What do you think of as you enter the water?

## WRITING CHALLENGE

Watch and listen to these selkie songs.

[www.youtube.com/watch?v=-pmeyFOZSfQ](https://www.youtube.com/watch?v=-pmeyFOZSfQ)

Create your own summoning spell or drowning song. Think carefully about rhythm, alliteration and repetition.

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## Grey Seal 3

### WONDER WORD

What are 'skerries'?

## SEEK, FIND, SPEAK

Why are the words of this stanza in italics?

Which qualities of the seascape are Jackie Morris and Robert Macfarlane focusing upon?

Why do you think this is?

Identify the birds in the illustration, using the glossary if you need help.

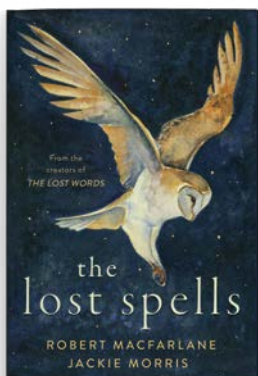
Find out about their conservation status.

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## Grey Seal 4

### SEEK, FIND, SPEAK

Explain what you think is happening and who is speaking.





## DRAMA CHALLENGE

### Conscience Alley

Divide into two groups and line up, facing each other, with an alleyway in between. One side will represent the sea creatures, the other the land dwellers.

Select someone to be Selkie-boy.

As he/she walks between the two lines, each person whispers a reason why Selkie-boy should go (sea creatures) or stay (land dwellers).

When he/she reaches the end of the alleyway, Selkie-boy turns and decides what to do, giving the reasons for this choice.

## SCIENCE CHALLENGE

Salt was once so valuable that people traded it ounce for ounce with gold. It's interesting to look into the derivation of the word salt too.

Explore the effects of salt on water.

- How much salt needs to be added to make an uncooked egg float?
- What happens to the freezing point of water when salt is added?
- What happens to a salt solution when it is left?
- What happens when you sprinkle different grades of salt on wet watercolour paint?

What scientific principles have you learned as a result of your investigations?

## CREATIVE CHALLENGE

Paint your own seascape using the salt technique.

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## Grey Seal 5

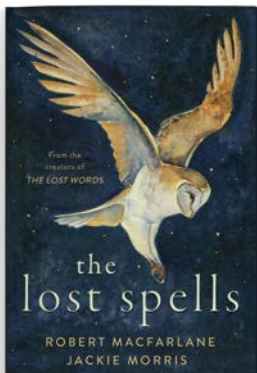
## SEEK, FIND, SPEAK

Think of examples of moving from one kind of environment to another:

- land–sea
- air–land
- river–sea
- sea–air

How do you think it feels?

Choose one to investigate further.





# grey seal



## WRITING CHALLENGE

Either:

Create a transformation story.

Or:

Create a diamante poem about moving from one state to another.

This sort of poem is seven lines long: the first and last lines have just one noun, the second and sixth lines have two adjectives, the third and fifth lines have three verbs and the fourth line has four nouns.

Noun  
Adjective, Adjective  
Verb, Verb, Verb  
Noun, Noun, Noun, Noun  
Verb, Verb, Verb  
Adjective, Adjective  
Noun

For example:

Land  
Hard, unyielding  
Protects, shelters, harbours  
Earth, rock, air, sky  
Elevates, exhilarates, energizes  
Clear, fresh  
Freedom

## Grey Seal 6

### SEEK, FIND, SPEAK

Watch and listen to this film.

<https://www.youtube.com/watch?v=tsfN-SZciWE>

What emotions are evoked by the song?

Why is the activity shown in tune with the tone of the spell?

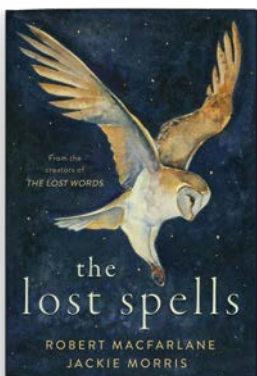
What do you notice about the musical response to the original spell?

Read and listen to another poem and song, 'The Stolen Child' by W. B. Yeats.

<https://poets.org/poem/stolen-child>

What sort of response does this evoke?

What observations can you make about 'The Stolen Child'? Are there any similarities with 'Grey Seal'?



# grey seal



## WRITING CHALLENGE

Either:

Collective nouns for seals include:

- a colony
- a rookery
- a herd
- a harem
- a bob
- a crash
- a pod
- a spring

Which of these do you think are better suited to seals on land and which to seals in the sea?

Using rhythm, alliteration and, if appropriate and unforced, rhyme, create a poem using the different collective nouns.

Think about sea and coastal conditions, whether underwater, on the surface, on rocks or on a beach.

Or:

Write a selkie mini-saga. It should contain exactly fifty words, plus a title of up to ten words. Small details add to the telling and this form requires careful revision and editing to meet the criteria, so it is best undertaken electronically.

Think of an attractive design for the final draft of your mini-saga.

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## Further Reading

### PICTURE BOOKS

*Sea Singing* by Shirley Hughes

*The Seal Children* by Jackie Morris

### SHORT STORY

'The Sea-Woman' by Kevin Crossley-Holland

### NOVEL

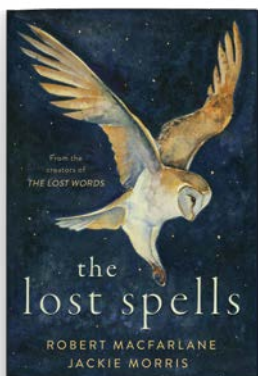
*The Selkie's Mate* by Nicola Davies

*Daughter of the Sea* by Berlie Doherty

### POETRY

'Swimming with Seals' by Gillian Clarke

<http://www.gillianclarke.co.uk/gc2017/swimming-with-seals/>



# barn owl

## Barn Owl 1



### SEEK, FIND, SPEAK

What words could be used to describe the mood of this illustration?

Where else has the barn owl featured in this book?

Look in the glossary for the scientific name of this bird and find out what the translation is – one word is Greek, the other Latin.



### CREATIVE CHALLENGE

Design a barn owl mask. Think about which materials would create the best effect. You could use it when reciting this spell.

## Barn Owl 2

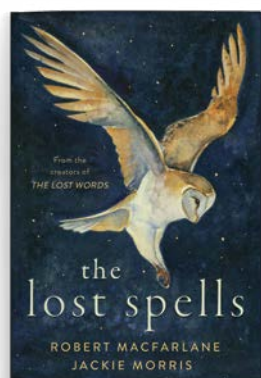
### SEEK, FIND, SPEAK

What would you say the focus is on in this illustration?

How does it make you feel?

Use the glossary to identify the barn owl's prey, if you are not familiar with the bird's name.

Why does silence spread below the barn owl?





# barn owl

What is meant by 'All sound crouches to ground'?

What does Robert Macfarlane mean when he says, 'Noise is what Owl hunts'?

Why are the words 'drops on, stops dead' effective?



## RESEARCH CHALLENGES

Find out about different birds' feet and their specific function.

<https://www.rspb.org.uk/birds-and-wildlife/natures-home-magazine/birds-and-wildlife-articles/how-do-birds-survive/birds-legs-and-feet/>

Using images, you could create a game in which you have to match feet to birds.

Become a nature detective and, if possible, obtain an owl pellet, dissect it and record your findings.

## WRITING CHALLENGE

Find out which nocturnal creatures are the prey of barn owls.

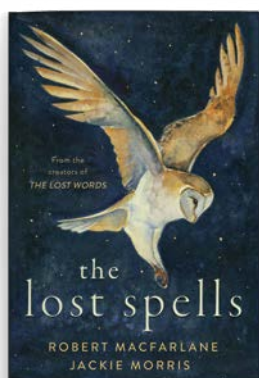
Choose one and discover more about it by looking at articles, books and films. Jot down ideas as you go along about where they live, what they eat and how they move.

Imagine you are this creature, out alone in the night, aware of dangers. Think of the scale of your surroundings: what can you hear, smell, see, taste and feel? Write a short, vivid description of your experiences. It could have one of the following titles:

*Listen with Vole Ears*

*Listen with Mouse Ears*

*Listen with Shrew Ears*



# barn owl

## Barn Owl 3



### SEEK, FIND, SPEAK

What effect does the first line of the second stanza create?

Watch this clip from BBC Earth to learn how a barn owl flies silently.

[https://www.youtube.com/watch?v=d\\_FEaFgJyfA](https://www.youtube.com/watch?v=d_FEaFgJyfA)

Watch films of barn owls or, better still, watch them directly, particularly if you can compare them with other birds of prey and the way they behave and fly.

<https://www.rspb.org.uk/birds-and-wildlife/wildlife-guides/bird-a-z/barn-owl/>

How would you interpret the last lines of the spell?

Why do you think Robert Macfarlane is suggesting this?

### SCIENCE CHALLENGE

Find out about the barn owl food chain and what can affect the different elements within it.

In small groups, decide how you are going to demonstrate the barn owl food chain: for example, mobile, painting, collage, model, poem or dance.

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## Barn Owl 4

### SEEK, FIND, SPEAK

Listen to Kerry Andrew's musical interpretation of 'Barn Owl' in 'Ghost Owl'.

<https://www.youtube.com/watch?v=nkMW41HEX4>

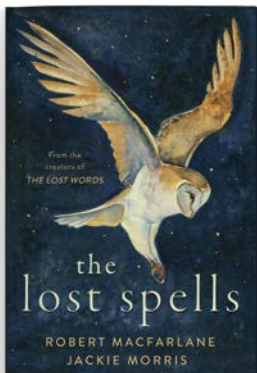
### CREATIVE CHALLENGE

Either:

Create your own spell to perform. You might use some of these alternative names: white owl, silver owl, demon owl, night owl, delicate owl, hobby owl, church owl, ghost owl, death owl, golden owl, straw owl, dobbie owl, stone owl, hissing owl, scratch owl, hobgoblin.

Or:

Write a story featuring a ghost owl, concentrating on how to build up atmosphere through evocative use of detail. Think about characters, setting and the plotline, visualizing and planning them out before you start writing.



# barn owl

## CONSERVATION CHALLENGE



Find out about the threats to barn owls and how we can help them.

If you have access to a rural area, devise a campaign to fund and erect owl boxes, researching the best sites.

<https://www.rspb.org.uk/birds-and-wildlife/advice/how-you-can-help-birds/nestboxes/nestboxes-for-owls-and-kestrels/barn-owl-nest-boxes/>

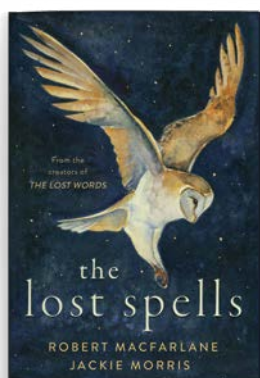
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## Further Reading

### POETRY

'Barn Owl' by Leslie Norris

'Barn Owl' by R. S. Thomas





# curlew

## Curlew 1



### SEEK, FIND, SPEAK

What colours can you see in this painting? What time of year do you think it is?



### CREATIVE CHALLENGE

Look at other artists' depictions of birds in snow and the different techniques used. For example:

- Józef Chełmoński, *Partridges in the Snow*
- Charles Tunnicliffe, *Goldeneyes in a Snowstorm*

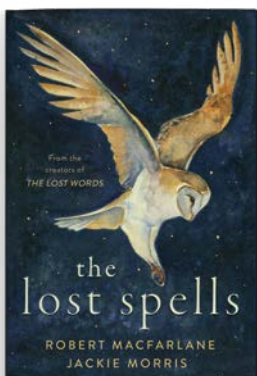
Create your own landscape with snow and think about what bird you might depict.

## Curlew 2

### WONDER WORDS

What do these words mean?

- corrie
- sedge



# curlew

## SEEK, FIND, SPEAK



Listen to the call of the curlew.

<https://www.rspb.org.uk/birds-and-wildlife/wildlife-guides/bird-a-z/curlew/>

<http://curlewcountry.org/eurasian-curlew/>

How does it make you feel? What sort of landscape do you imagine?

What is meant by these lines?

Low burns the wick now, close draws the edge;  
I am old and slow and soon for sleep.

What hope is being expressed in the last two lines?

What can you infer about the speaker of this spell?

How would you describe the mood of this poem?

## WRITING CHALLENGE

Think of things that make you feel 'the world is sudden with wonder again' and try to capture the moment in words.

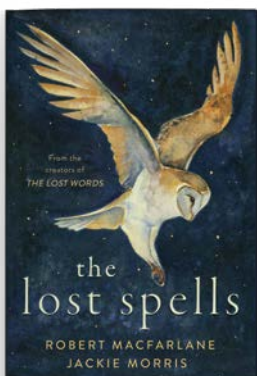
Find out about each other's special moments. Do they have anything in common?

## Curlew 3

## SEEK, FIND, SPEAK

What time of year do you think is depicted in this illustration?

Why do you think the snow is *only behind* the curlew's wings?



# curlew

## RESEARCH CHALLENGE

Find out about the conservation status of the curlew.

What are the main threats and how can these be addressed?

Create an infographic that will relay this information in a memorable way for others and increase their understanding and support for this bird.

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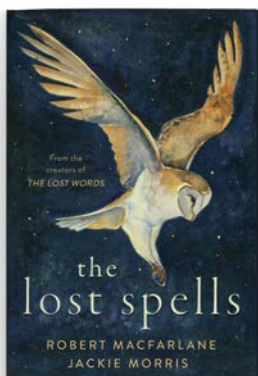
## Further Reading

### POETRY

'Curlew' by Gillian Clarke

<https://poem-today.tumblr.com/post/184336109250/a-poem-by-gillian-cl Clarke>

'Curlews Lift' by Ted Hughes





# gannet



## Gannet 1

### SEEK, FIND, SPEAK

What is the first thing that strikes you about these birds?

What do you notice in the background of the illustration?

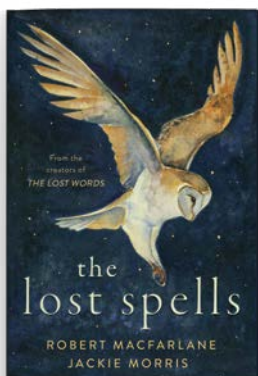


### RAPID RESEARCH

Find out where the largest gannet colonies in the UK are.

### CREATIVE CHALLENGE

After looking at photos, films and images on the internet, create your own stylized picture of a gannet's head, or full body if you prefer, deciding whether to do a front-facing or side view. They seem to have very different expressions! Make sure you include the strong markings.



## Gannet 2

### SEEK, FIND, SPEAK

What sort of movement do the first lines suggest?

Standing in a clear space, make the movements as you imagine them.

What do you notice about the rhythm and sounds of the line 'A perfect paper aeroplane; all angles, creases, points'?

# gannet



What single word suggests a change in the gannet?

Watch these David Attenborough film clips.

[https://www.youtube.com/watch?v=1Cp1n\\_vPvYY](https://www.youtube.com/watch?v=1Cp1n_vPvYY)

What is the clever image used by Robert Macfarlane to convey the changed shape of the gannet as it enters the water?

Why do you think he chose the words 'missile', 'rocket', 'ocean-splitter' and 'electric bolt'?

Why do you think the idea of granite being shattered is used?

Why does he say that the gannet has torpedoed through 'bedrock, mantle, core' when it hasn't in reality?

## SCIENCE AND DESIGN CHALLENGE

British manufacturers of aeroplanes used the name Gannet for their prototypes in the 1920s and 1940s.

Create a range of paper aeroplanes, using different designs and different weights of paper.

Test-fly them in order to select the best one.

Devise a class competition to find out which design is the most efficient.

Come up with a hypothesis about which design will fly the furthest, for the longest time and with the most accuracy.

What rules will you need in place to ensure that it's a fair test?

<https://www.scholastic.com/teachers/collections/teaching-content/hold-paper-airplane-contest/>

<https://www.scienceworld.ca/resource/paper-plane-flying-contest/>

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## Gannet 3

### SEEK, FIND, SPEAK

Watch these film clips without the sound and choose one short section to add commentary to.

<https://www.youtube.com/watch?v=Fh7fYmTgYPo>

<https://www.youtube.com/watch?v=DHeZrLnY3Dk>

Now listen as well as watch, making notes. You may need to replay, so that you can add detail.

Which film do you think gives you the most information?

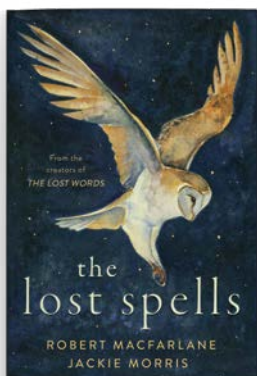
### ACTION CHALLENGE

Plastic pollution is a huge threat to all sea life, but particularly gannets and seals.

<https://www.bbc.co.uk/news/uk-wales-48199616>

<https://www.youtube.com/watch?v=b0Fpls2Shl4>

Devise a publicity campaign to influence people in your community about the long-term dangers of littering and single-use plastics.



# gannet

## Further Reading

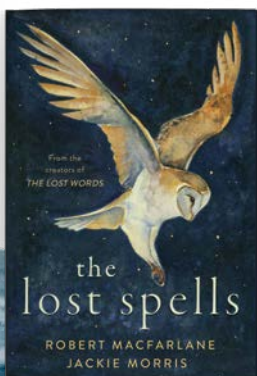


### POETRY

'Gannet' by Mary MacRae

'Gannet' by Edwin Morgan

'Gannets' by Mary Oliver





# silver birch



## Silver Birch 1

### SEEK, FIND, SPEAK

What does this illustration depict?

What does it make you think?

How does it make you feel?

How many different colours have been used?



## Silver Birch 2

### SEEK, FIND, SPEAK

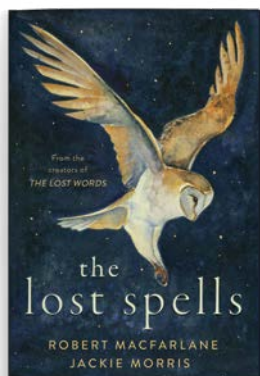
What is a lullaby?

Who do you think Robert Macfarlane is addressing?

What do you think is meant by 'silver-seeker'?

Imagine entering a silver birch wood as night approaches.

What are we told about trying to find a way through the woods?



# silver birch



## Silver Birch 3

### SEEK, FIND, SPEAK

What do you think is meant by 'the streams will be fastened tight'?

What do you think is meant by 'soon the shadows will claim the light'?

What pattern is used in the first two stanzas?

Think of ways to describe how the fox is moving. Perhaps look through a thesaurus to extend your choice of words. You might be able to think of similes and metaphors too.

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## Silver Birch 4

### SEEK, FIND, SPEAK

What sorts of feelings do the words on this page evoke?

Think of a time when you lost your way, in either a rural or an urban setting. How did you feel? What did you do?

---

## Silver Birch 5

### SEEK, FIND, SPEAK

How does Jackie Morris shape the illustrations to fit the words on each page?

What might the forest symbolize?

### PHYSICAL CHALLENGE

Working in pairs, with one person blindfolded and the other giving directions, issue clear instructions on how to negotiate obstacles on varied terrain (it could be a course laid out in the hall or playground). Swap over.

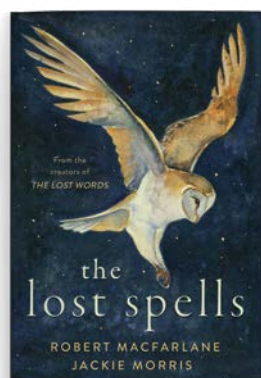
What is important when undertaking this task?

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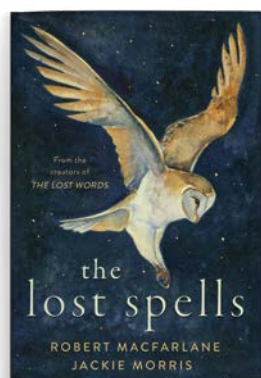
## Silver Birch 6

### SEEK, FIND, SPEAK

Do you find the birches threatening or magical? Why?



# silver birch



## RESEARCH CHALLENGE



Find out about plants and creatures associated with the silver birch.

<https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/a-z-of-british-trees/silver-birch/>

Choose one to investigate in more detail.

---

## Silver Birch 7

### SEEK, FIND, SPEAK

Which words are chosen to comfort?

What are catkins?

### RAPID RESEARCH

Find out when catkins form on the silver birch.

---

## Silver Birch 8

### SEEK, FIND, SPEAK

Why is it necessary to feel safe when sleeping?

Why is sleep important?

### WRITING CHALLENGE

Take on the role of the fox and write about his journey into the woods, until he finds a safe place to rest. Use the illustrations to help shape your thoughts.

---

## Silver Birch 9

### WONDER WORD

What does 'vigil' mean?



# silver birch

## RESEARCH CHALLENGE

Find out how the 'eyes' are formed on silver birch.



## WRITING CHALLENGE

Either:

Imagine you are the eyes of the silver birch. What can you see?

Decide whether to write this as a story, a poem, a descriptive piece or a monologue.

Or:

Describe a 'dreaming journey' in poetry or prose.

You could compose or choose a piece of music to accompany your writing that adds to the mood.

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## Silver Birch 10

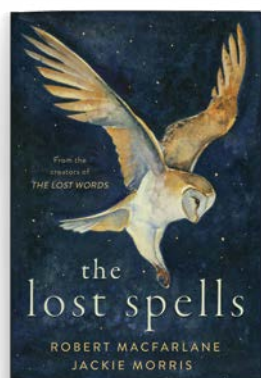
## SEEK, FIND, SPEAK

What does the phrase 'stand like churches' suggest?

## CREATIVE CHALLENGE

Create a class collage of a silver birch forest at night.

Add cut-outs of the prowling dangers.



# silver birch

Write your worries on a small piece of paper, then roll it up and tie with a string. Attach this to a tree in your forest.

Create a chant – you could open it with lines taken from the spell:



Round and round the dangers prowl . . .  
as the dark around them surges . . .

---

## Silver Birch 11

### SEEK, FIND, SPEAK

What do you notice about the words chosen for these two lines?

Do you feel that trees have a presence?

Think of stories in which trees play an important part and make a class list that you can add to. What do the trees symbolize in the stories?

---

## Silver Birch 12

### WRITING CHALLENGE

Talk to a partner about how night and day, dark and light affect you.

Jot down some of your thoughts.

You could start:

Between dusk and dawn .....

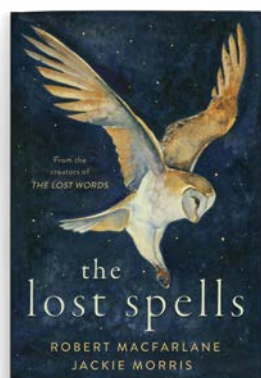
.....

.....

With the dawning day comes .....

.....

.....



# silver birch

## RESEARCH CHALLENGE



Either:

Find out about symbolism and superstitions connected to the silver birch and add the information to your forest display.

<https://treesforlife.org.uk/into-the-forest/trees-plants-animals/trees/birch/birch-mythology-and-folklore/>

Or:

Find out what birch trees have been used for through the ages. It is surprisingly varied.

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## Silver Birch 13

### SEEK, FIND, SPEAK

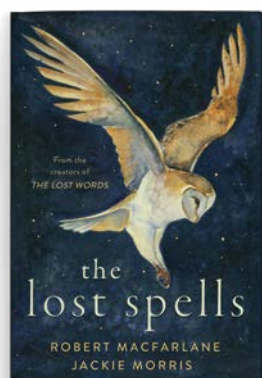
What do you think this lullaby spell symbolizes?

Why do you think the creators of this book decided to follow 'Swallow' with this spell?

Why do you think it is the final spell in the book?

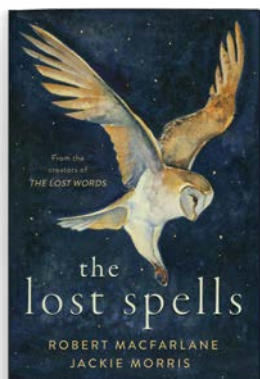
Why do you think Jackie Morris chose to paint a blackbird on the final page of the final spell?

How does the end reflect the beginning of the book?





# extra challenges



## STORYTELLING CHALLENGE



The papery seeds of silver birch drift down in autumn. Some people call them storm fairies.

<https://flowerfairies.com/silver-birch-fairy/>

Create a collaborative, cumulative story about the magic of storm fairies. You could begin with:

Deep in the silver woods as autumn approaches . . .

## LISTENING CHALLENGE

Listen to the song of the blackbird.

<https://www.youtube.com/watch?v=EB1lgjg9e4Y>

How might you interpret the words of this song by the Beatles in relation to this spell?

<https://www.youtube.com/watch?v=Man4Xw8Xypo>

## POETRY CHALLENGE

Read 'Thirteen Ways of Looking at a Blackbird' by Wallace Stevens, taking your time over each segment and closing your eyes to visualize the scene.

<https://www.poetryfoundation.org/poems/45236/thirteen-ways-of-looking-at-a-blackbird>

Which of the visualizations is clearest in your mind? Why do you think this is? Is everyone's experience the same or different? Why do you think this is?

What do you think happens in each verse? Working with a partner, take it in turns to try to convey this in your own words. You may have to look up a few unfamiliar words.

Are the viewpoints and points of focus the same in each verse?

List anything that you particularly like or dislike, anything that makes connections for you or puzzles you, so that you can discuss and compare your findings.

## WRITING CHALLENGE

Now, looking through *The Lost Spells*, choose one of the subjects of the spells to write about. You might need to do some extra research when gathering ideas and different elements to focus upon.

See if you can write 'Seven Ways of Looking at a . . .' If you feel it would be more productive, you could work with a partner or in a small group, pooling and refining your ideas to create your poem. You might even find that you could do 'Thirteen Ways of Looking at a . . .'

If you want ideas for the structure of each verse, you could focus on the following, in any order, perhaps combining more than one in a verse:

- statement
- question
- exclamation
- imperative  
(instruction)
- simile
- metaphor
- personification
- alliteration
- prophecy
- comparison
- either/or
- fantastical
- scene-setting