

## **Cloud Conductor**

By Kellie Byrnes & Illustrated by Ann-Marie Finn

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Frankie loves to just sit and watch the clouds. She conducts symphonies in the sky and listens to the melodies that only she can hear. As the seasons pass, Frankie is taken away from her bedroom on the tales she creates. Even when illness means she can't leave her bed, Frankie can escape to the beach with shimmering waves or the outback with thundering horses. Readers will be enchanted as they learn to become cloud conductors too, no matter where they are or what situation they are in. *Cloud Conductor* inspires imagination that can be shared over and over.



Teacher Notes have been based on those supplied by the publisher. A full version is available on our website.

### **Themes:**

- Imagination/Creativity
- Illness
- Emotional Resilience
- Ups and Downs
- Time/Change

### **Discussion Questions & Activities:**

#### *Pre-reading Questions*

- Before reading, discuss the front cover. What might the book be about? Who are the author and illustrator? What type of story do you think it will be? i.e. Funny? Serious?
- Does the title of the book give any indication of what the story might be about?

#### *After-reading Questions*

- How does Frankie use her imagination? How do we see this in the illustrations? Why do you think Frankie uses her imagination to escape her hardships?
- At one point, Frankie is too weak to look out at the clouds, but she imagines them in her head. Can you think of a time when you used your imagination to feel better?
- How else can the imagination be used in general, whether at school, at home, with friends, learning new skills and more? What are some different forms of creativity? How do you like to express yourself creatively?
- How is a sense of time conveyed in the book? What are some other ways of showing time passing?
- What can we learn about different weather patterns from reading the book? And the different seasons? How can we tell what season it is? What types of things change throughout the year (i.e. temperature; light; flowers; ocean currents and tides; what we need to wear; what activities we can do, etc.)?
- How does the different weather reflect the main character's mood or thoughts? When the weather changes, does your mood change?
- Do you know someone who has been or was very ill? How did this make you feel? What about you - have you ever been very sick? How did this feel? What do you do to feel better when you're sick or have hurt yourself? How do you support/help other people when they feel sick or have been hurt?
- Complete the attached worksheet and discuss the environmental changes during different seasons (i.e. leaves falling in autumn, flowers blooming in spring).
- Have students come up with a list of interview questions for Frankie. They can then take turns being the interviewer and the interviewee in a roleplay. Students can also compile a list of questions for the author.

## Seasons Worksheet

Students may use the assistance of the Internet when completing this worksheet. Explain that Australia has different seasonal changes to other places in the world (*i.e. it snows in Germany in winter, the first month of winter is December in the United Kingdom*).

	Summer	Autumn	Winter	Spring
What months are in this season?				
What do you wear in this season?				
What do you eat in this season?				
What is the weather like in this season?				
What do animals do in this season?				