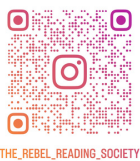




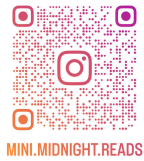
TEACHING RESOURCE



THE_REBEL_READING_SOCIETY

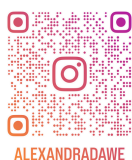
Created by

The Rebel Reading Society and Hannah Palmer



MINI.MIDNIGHT.READS

in collaboration with

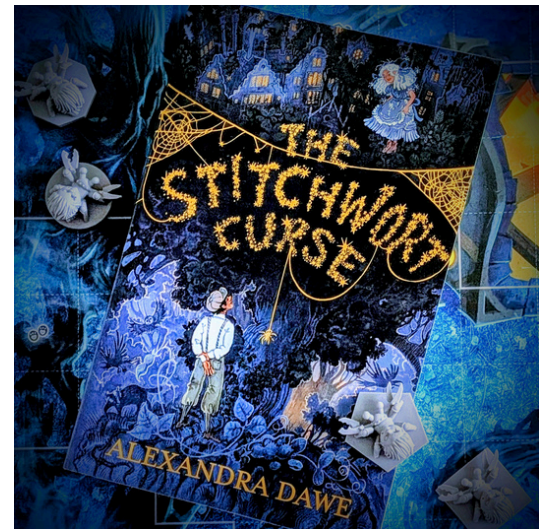


ALEXANDRADAWE

Alexandra Dawe and Uclan Publishing



The *Stitchwort Curse* is a gothic fantasy book that draws on elements of folklore and nature. Set against the backdrop of a historical setting, the book touches on many themes throughout, such as the stories that permeate families and how we respond to those around us. The book, in accompaniment with this guide, link in with many areas of the National Curriculum for KS2 & KS3, particularly Science, English & Art.



Word of the Chapter - For each chapter there is a word of interest selected from the text. These can be used in a variety of ways -

- Discussion of the word meanings.
- Prompts for looking up in dictionaries independently.
- As writing prompts to embed with the correct context within sentences.

Discussion Prompt - Each chapter also features a question to discuss. They range from discussing the characters and predictions for the book, to reflecting more the situations presented. Many of these questions are specifically worded to tie in with the KS2 National Curriculum.

Activity Ideas - There are a selection of activity ideas that link in with the text, they're numbered by the page that they tie in with and can be found below the chapter breakdown. There's a mix of writing prompts, STEM ideas and more - all linking in with the National Curriculum.





Chapter 1

- **Word** - pilfered
- **Discussion Prompt** - How have the authors descriptions of the setting helped you to build an image in your mind of where Etta is?

Chapter 2

- **Word** - noxious
- **Discussion Prompt** - What does Etta's lack off familiarity to the outside world suggest about her life experiences?

Chapter 3

- **Word** - incredibly
- **Discussion Prompt** - What do you think it says about the characters of Etta's family that they welcomed people they didn't know into their home?

Chapter 4

- **Word** - rationing
- **Discussion Prompt** - On page 30, Etta says, "Oh yes, books can be very dangerous,". What do you think that she means by this?

Chapter 5

- **Word** - fervently
- **Discussion Prompt** - Now that we have read a few chapters of The Stitchwort Curse, what are your first impressions of the book?

Chapter 6

- **Word** - affinity
- **Discussion Prompt** - Etta tells Felix that magic takes dedication and hard work. Is there anything in your life that also requires this to succeed too?

Chapter 7

- **Word** - miasma
- **Discussion Prompt** - Using inferences from the text, what do you predict is going on?

Chapter 8

- **Word** - maelstrom
- **Discussion Prompt** - How do you think Etta & Felix are going to explain the occurrences in the loft to her mother?

Chapter 9

- **Word** - undulating
- **Discussion Prompt** - How has the author used conversation between Etta and Felix to give details that add to the plot?

Chapter 10

- **Word** - coherent
- **Discussion Prompt** - In the past, how do you think fairytales and stories of the Fae explained parts of life that were not understood?





Chapter 11

- **Word** - perturbed
- **Discussion Prompt** - Do you have any predictions about what happened with Benita and Edgar Starling?

Chapter 12

- **Word** - beset
- **Discussion Prompt** - Etta was very reassuring to Felix when he was worried about his home. How can we embody this kindness ourselves?

Chapter 13

- **Word** - prestigious
- **Discussion Prompt** - How has this chapter embellished factual elements of our world, to build Etta's world?

Chapter 14

- **Word** - fathoms
- **Discussion Prompt** - On page 103 the following simile is used, "The question flowed through Etta's mind like an incoming wave.". What does this use of figurative language tell us about how Etta is feeling?

Chapter 15

- **Word** - exoskeleton
- **Discussion Prompt** - How did the children show teamwork in trying to escape with Marin?

Chapter 16

- **Word** - anguished
- **Discussion Prompt** - What do you predict is in the cave and how do you think it might link in with the story?

Chapter 17

- **Word** - conspiratorial
- **Discussion Prompt** - How would you describe Etta's character? Which bits of the book led you to this answer?

Chapter 18

- **Word** - nonchalantly
- **Discussion Prompt** - Using inferences from the text, how do you think Etta is feeling at the end of the chapter?

Chapter 19

- **Word** - amiable
- **Discussion Prompt** - Why do you think Etta felt it was important not to reveal too much about their identities?

Chapter 20

- **Word** - pioneers
- **Discussion Prompt** - On page 145 Etta is discussing the different perspectives of her family's impacts upon the world. How do you think this might mirror peoples experiences in our world?





Chapter 21

- **Word** - earnestly
- **Discussion Prompt** - On page 156 Etta says, "I try to avoid lying, it only causes more problems later on,". Is there anything we can learn from this?

Chapter 22

- **Word** - buoyancy
- **Discussion Prompt** - Do you have any predictions about where Etta and Felix might find the seal skin?

Chapter 23

- **Word** - languidly
- **Discussion Prompt** - Are there any parts of the story that are familiar to you from traditional stories and folklore?

Chapter 24

- **Word** - furtive
- **Discussion Prompt** - How do you think comparing Etta's jumping spider to the size of a kitten (Page 173) helps to make spiders feel less scary?

Chapter 25

- **Word** - ransacked
- **Discussion Prompt** - Why do you think Edgar had the power over Benita to steal her work?

Chapter 26

- **Word** - entitlement
- **Discussion Prompt** - Do you recall any hints earlier in the book that explain the spell that Benita cast?

Chapter 27

- **Word** - wistful
- **Discussion Prompt** - This is a story of unveiling family secrets, can you think of any other books that have a similar theme to them?

Chapter 28

- **Word** - domain
- **Discussion Prompt** - We haven't heard much about Grandmother's character yet, how do you think she's going to respond to the children's request?

Chapter 29

- **Word** - fortitude
- **Discussion Prompt** - How do you think Etta's Grandmothers prejudices are impacting upon her actions?

Chapter 30

- **Word** - intently
- **Discussion Prompt** - Why do you think Felix's mother responded in the way she did, when she found out about the children's adventures?



THE STITCHWORT CURSE

TEACHING RESOURCE



Chapter 31

- **Word** - bemused
- **Discussion Prompt** - Which two characters do you think are the most different? How has the author written them so we can distinguish clearly between them?

Chapter 32

- **Word** - sidled
- **Discussion Prompt** - What do you think is going to happen next, now that Father's been attacked by a spider?

Chapter 33

- **Word** - fiendish
- **Discussion Prompt** - Are there any inferences in the text to suggest the adults in Etta's family knew more than we previously suspected about the curse?

Chapter 34

- **Word** - disparagingly
- **Discussion Prompt** - How does a hot air balloon fly in real life?

Chapter 35

- **Word** - tranquil
- **Discussion Prompt** - On page 251 Marin is described as "diving like a seabird after a fish.", how does this description add more detail to the way we imagine Marin moving?

Chapter 36

- **Word** - crescendo
- **Discussion Prompt** - Is the book ending in the way that you thought it would do?

Chapter 37

- **Word** - reverently
- **Discussion Prompt** - How did the end of the book show reconciliation?



THE STITCHWORT CURSE

TEACHING RESOURCE



WIDER CURRICULUM ACTIVITY IDEAS

Page 26 - Science Challenge



Etta uses spider silk to mend her clothes. Research how spider silk is used in biomimicry and extend to create designs for an innovative product that solves a specific problem.

Page 59 - Writing Prompt



Write a letter to the outside world explaining the situation Etta and her family are in, asking for help. Consider how much information she might want to give away and how you could make them believe that the plea for help is genuine.

Page 93 - Nature Connection



Get outside into nature and try and spot some spiders around you. You may wish to extend this by making habitats in your outside spaces to support them or by recording what you have found. Below are some ideas of what you might like to look out for.

- Wolf Spider
- Jumping Spider
- A spiders web
- Harvestmen (not a spider, but another arachnid)

Page 169 - Art & Writing Challenge



Recreate a page from Edgar Starlings desk, using illustrations and writing. You may wish to draw on your knowledge of the natural world to make your mythology pages more believable.

- How to identify a dragon's species from its egg.
- How to determine a phoenix's age from it's feathers.
- Unheard of Plants and their properties.
- Another idea that Etta & Felix didn't uncover!

THE STITCHWORT CURSE

TEACHING RESOURCE



Page 183 - Research Project



Learn about Rockpool Ecosystems, bringing in learning on classification of some of the common species that live in UK Rockpools and the interdependence of organisms within a rockpool food web.

Page 216 - Maths & Science Prompt



Write a letter to the outside world explaining the situation Etta and her family are in, asking for help. Consider how much information she might want to give away and how you could make them believe that the plea for help is genuine.

Page 247 - STEM Challenge



Make a model of a Hot Air Balloon that uses mechanisms such as levers, pulleys or gears to gain lift instead of heat. This can be extended to include lessons on gravity and how unsupported objects will fall towards Earth.

Book Club Questions



1. How would the story have been different if it had been set in modern times?
2. What is the biggest lesson you have learnt whilst reading The Stitchwort Curse?
3. Have your feelings on spiders changed after you have read the book?
4. Which of the characters did you connect with the most?
5. The book has sections of traditional Selkie tales woven into it, how has it helped you to understand this folklore further?



CURRICULUM LINKS - KS2 & KS3

Included in this list are both links that are found directly within the book and ideas that have been extended upon within this guide.

- **English**

- Spoken Language
- Reading Comprehension - recommending books, meaning of words in context, drawing inferences, predictions, figurative language, challenging views courteously through discussion.
- Writing - identifying the audience, writing for a wide range of purposes.

- **Science**

- Forces - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- Living Things - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro organisms, plants and animals.
- Relationships in an Ecosystem (KS3) - the interdependence of organisms in an ecosystem, including food webs

- **Design & Technology**

- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.

- **Art**

- Improve art and design techniques

