

# TEACHING RESOURCE



THE\_REBEL\_READING\_SOCIETY

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MINI.MIDNIGHT.READS



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Based on the book by  
Leah Williamson and Jordan Glover



JORDANJOYCEGLOVER

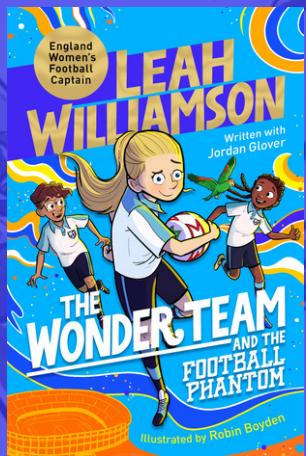
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# THE WONDER TEAM AND THE FOOTBALL PHANTOM

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The Wonder Team books are a series of books that follow a group of friends magically transported around the world and through time. The latest edition focusses on a trip to Mexico in 1971, for an often overlooked first world tournament in Women's Football. Far more than a book on football history, it encapsulates learning on a variety of topics, which are further explored through this guide. Through the book and accompanying guide, many aspects of the KS2 & KS3 National Curriculum are touched on, particularly English, Geography and Science.



**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 –

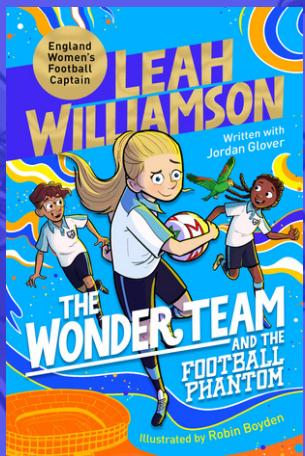
- Discussion of the word meanings.
- Prompts for looking up in dictionaries independently.
- As writing prompts to embed with the correct context within sentences.

**Discussion Prompt** - Each chapter also features a question to discuss. They range from discussing the characters and predictions for the book to reflecting on the situations presented. Many of these questions are specifically worded to tie in with the KS2 & KS3 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.

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### CHAPTER BREAKDOWN

#### Chapter 1

- **Word** - precisely
- **Discussion Prompt** - On page 5 Miss Kaur says "But I think the world would be a bit boring if we were guaranteed to win every time." in an attempt to console Leah and friends. How else might Miss Kaur support them through this?

#### Chapter 2

- **Word** - notorious
- **Discussion Prompt** - What historical event would you time travel back to?

#### Chapter 3

- **Word** - furtive
- **Discussion Prompt** - How has the author used descriptive language in this chapter to indicate that they're no longer in school?

#### Chapter 4

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

#### Chapter 5

- **Word** - interjected
- **Discussion Prompt** - Dot says that there isn't much support for Women's Football in 1971. How do you think attitudes have changed today?

#### Chapter 6

- **Word** - federations
- **Discussion Prompt** - How do you think Leah feels at the end of this chapter, after the mysterious masked figure has appeared?

#### Chapter 7

- **Word** - hoax
- **Discussion Prompt** - The children are debating whether the events in the stadium are supernatural. How would you assess whether something was real or supernatural?

#### Chapter 8

- **Word** - asserted
- **Discussion Prompt** - How do you think the Copa del Mundo using Xochitl as their mascot helps to connect the event to the history of the location?

#### Chapter 9

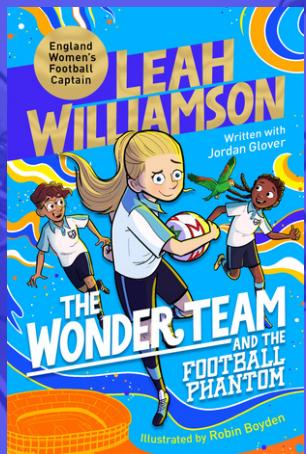
- **Word** - emanating
- **Discussion Prompt** - Using inferences from the text, what do you predict will happen in the rest of the book?

#### Chapter 10

- **Word** - discretion
- **Discussion Prompt** - How would you feel if you were Leah in this chapter?

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### Chapter 11

- **Word** - tentatively
- **Discussion Prompt** - How would you approach gathering more information on the football phantom in these circumstances?

### Chapter 12

- **Word** - exasperated
- **Discussion Prompt** - How did the use of language in this chapter make the football phantom feel as if they were real?

### Chapter 13

- **Word** - dolefully
- **Discussion Prompt** - Why do you think Silvano said that the football phantom couldn't be a Mexican person?

### Chapter 14

- **Word** - dejected
- **Discussion Prompt** - How did the author build tension during the football match in this chapter?

### Chapter 15

- **Word** - jovial
- **Discussion Prompt** - Using inferences from the text, what do you think motivates Mr Martinez?

### Chapter 16

- **Word** - nonchalantly
- **Discussion Prompt** - What do you predict Luis is intending on doing?

### Chapter 17

- **Word** - resigned
- **Discussion Prompt** - Who is your favourite character in the book, and why?

### Chapter 18

- **Word** - palpable
- **Discussion Prompt** - Why do you think Dot is so keen for the children not to get involved?

### Chapter 19

- **Word** - conviction
- **Discussion Prompt** - Do you believe Mr Martinez's story?

### Chapter 20

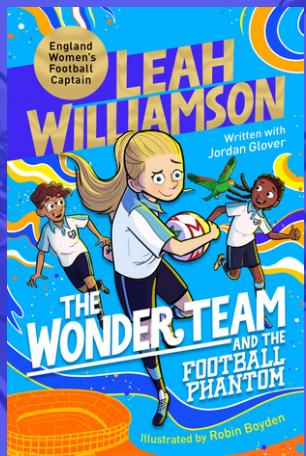
- **Word** - exuberance
- **Discussion Prompt** - Do you think Mr Martinez made the right choice in cancelling the tournament?

### Chapter 21

- **Word** - wincing
- **Discussion Prompt** - Using inferences from the text, do you have any suspects in mind for the football phantom?

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### Chapter 22

- **Word** - idly
- **Discussion Prompt** - On page 232, it is stated that Claire's hair "cascaded down her back like a sheet of blood.". How does this use of figurative language add to the way we are feeling about Claire in this chapter?

### Chapter 23

- **Word** - legacy
- **Discussion Prompt** - Claire and Mike said that they were motivated by money, how do you think their actions would have been different if they were motivated by kindness?

### Chapter 24

- **Word** - distorting
- **Discussion Prompt** - How do you predict the story will find resolution?

### Chapter 25

- **Word** - editor
- **Discussion Prompt** - Thinking back to earlier in the book, are there any inferences about the true identities of the football phantom?

### Chapter 26

- **Word** - levitating
- **Discussion Prompt** - What questions would you ask Dot if you could meet her in real life?

### Chapter 27

- **Word** - momentum
- **Discussion Prompt** - On page 269, the following description of Leah is given, "despite the balmy evening air, a cold sweat broke out across Leah's skin.". What does this tell us how Leah is feeling at this point?

### Chapter 28

- **Word** - perpetrator
- **Discussion Prompt** - Why do you think that Mr Martinez is worried about what the media might report?

### Chapter 29

- **Word** - bemused
- **Discussion Prompt** - What do you think is the most important lesson that Leah has learnt through this story?

### Chapter 30

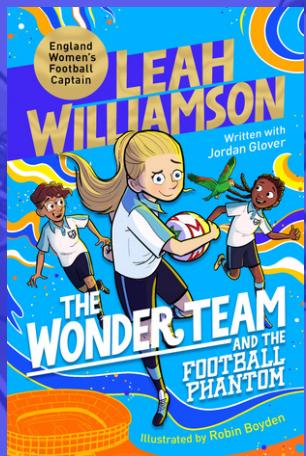
- **Word** - exhilaration
- **Discussion Prompt** - Do you think the Copa 71 tournament would have faced the same challenges if it were men's teams playing?

### Chapter 31

- **Word** - privilege
- **Discussion Prompt** - How would you recommend this book to friends that aren't normally a fan of football?

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### WIDER CURRICULUM ACTIVITY IDEAS

#### Page 10 - Research Project

Research a female role model of the 20th Century and create a poster that celebrates their life and achievements.



#### Page 55 - Geography Activity

Mexico has a landscape that varies from ours here in the UK. Select one or more of the activities below to explore the human and physical geography of Mexico, in comparison to the UK.

- Create biome maps of Mexico and the UK, building in discussion on their similarities and differences.
- Explore each countries settlements through creating two pieces of artwork that highlight the human geography of each area.
- Compare the natural resources and how they are used by humans in each country.



#### Page 89 - Writing Challenge

Considering your audience, write a newspaper article with the headline "The Ghost of Football Returns".



#### Page 144 - History Prompt

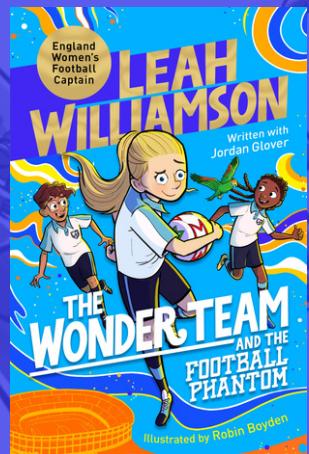
Learn about an element of Aztec history and compare to British History. Choose from one or more of the options below.

- Compare the Aztec calendar to the gregorian calendar that we use in the UK today.
- Compare what foods the Aztecs would have eaten compared to people in Britain at a similar time.
- Compare a ruler of the Aztec Empire to a British Monarch.



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### Page 191 - Writing Challenge



Write a poem about Mexico using what you have learnt from the book and the extension activities.

### Page 286 - STEM Challenge



Make a mechanical ghost that allows a smaller force to become a larger force through the use of pulleys or levers. This could also be extended to include learning on the forces of gravity. For KS3 this can be extended to record the learning with diagrams using force arrows.

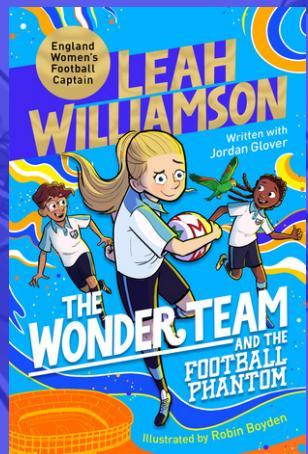
### Page 293 - Writing Challenge



Considering the audience, write a letter of apology from Dot to Leah and friends.

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### 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 – recognise that some mechanisms including pulleys and levers allow a smaller force to have a greater effect, explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Forces (KS3) – using force arrows in diagrams, adding forces in 1 dimension, balanced and unbalanced forces.

- **History**

- A non-European society that provides contrasts with British history.

- **Geography**

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom a region in a European country, and a region within North or South America

- **Art**

- Improve art and design techniques