


# TEACHING RESOURCE

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# THE WILDCAT AND THE GATHERING STORM

TEACHING RESOURCE







Sequel to *Land of the Last Wildcat* (teaching resource also available), this is a story that combines elements of fantasy with a contemporary setting. This time Puffin and friend Lance are embarking on an unexpected adventure to Bluster Peninsula where things might not be as they seem. The book, in accompaniment with this guide, link in with many areas of the National Curriculum for KS2 & KS3, particularly English, Geography & 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, and more - linking in with the National Curriculum.

**Book Club Questions -** These questions are designed to reflect on the book as a whole, in a group setting or individually, after reading.




## CHAPTER BREAKDOWN

**Chapter 1**

- **Word –** *curlicues*
- **Discussion Prompt –** How long after the events of the first book do you think we have arrived, in this first chapter?

**Chapter 2**

- **Word –** *embassy*
- **Discussion Prompt** – With reference to the books cover, what do you hope to see in the storyline of the book?

**Chapter 3**

- **Word –** *suction*
- **Discussion Prompt –** With reference to inferences in the text, what are your first impressions of Kit? Do you think she is trustworthy?

**Chapter 4**

- **Word –** *careened*
- **Discussion Prompt** – How have the scene descriptions in this chapter, and the circumstances around them, influenced your feelings on Puffin's decision to stowaway?

**Chapter 5**

- **Word –** *pluming*
- **Discussion Prompt** – On page 39 we find the following use of figurative language, *"the wind felt like a thousand icy mosquitoes attempting to penetrate her skin"*. How does this inform us about the environment that they are walking into?

**Chapter 6**

- **Word –** *tumultuous*
- **Discussion Prompt** – Are there any sections in this chapter that were unexpected and built intrigue for you to keep reading?

**Chapter 7**

- **Word –** *bulbous*
- **Discussion Prompt –** The chapter opens with a description of a car where everything is orange. Would you have felt differently about this if a different colour was described?




**Chapter 8**

- **Word –** *delegates*
- **Discussion Prompt –** On page 65 Puffin describes a drink as *"An intoxicating infusion of flavours exploded across her tongue"*. How does this choice of words add meaning to how you interpret the events?

**Chapter 9**

- **Word –** *sustenance*
- **Discussion Prompt –** How were you feeling towards the situation Puffin and Lance were in during this chapter? Does the last sentence change this for you?

**Chapter 10**

- **Word –** *inaugural*
- **Discussion Prompt –** Can you identify which parts of Kit's speech feel most relevant to the ongoing storyline?

**Chapter 11**

- **Word –** *unprecedented*
- **Discussion Prompt –** How would you describe Barbara's character?

**Chapter 12**

- **Word –** *proffered*
- **Discussion Prompt –** How did this chapter leave you feeling towards Barbara?

**Chapter 13**

- **Word –** *revolutionize*
- **Discussion Prompt –** Puffin has been left out in the cold. Do you have any predictions for how she might find her way out of this situation?

**Chapter 14**

- **Word –** *vista*
- **Discussion Prompt –** On page 104 we read the following description, *"The oversized padded jacket Barbara had left her felt like tissue paper against the elements"*. How does this use of language inform us about how Puffin is coping with the elements?




**Chapter 15**

- **Word –** *ignition*
- **Discussion Prompt –** If you were in Puffin's situation, what would you do?

**Chapter 16**

- **Word –** *notion*
- **Discussion Prompt –** Can you think of another book you've read recently where a character faces a similar challenge? What purpose do you think this holds in the story?

**Chapter 17**

- **Word –** *wheedling*
- **Discussion Prompt –** How has the use of modern technology helped to move the plot along?

**Chapter 18**

- **Word –** *flank*
- **Discussion Prompt –** How are the descriptions in this setting showing a contrast to the previous chapter? Do you think this is influencing how we feel towards Smoult?

**Chapter 19**

- **Word –** *solemn*
- **Discussion Prompt –** Do you believe that Smoult's acknowledgment of past harm makes him a trustworthy person now?

**Chapter 20**

- **Word –** *undulating*
- **Discussion Prompt –** The wind is a very prominent feature in the story. Do you have any thoughts on how it might connect with the azarite?

**Chapter 21**

- **Word –** *coax*
- **Discussion Prompt –** If Noma could speak, what do you think she'd be saying to Puffin in this chapter?




**Chapter 22**

- **Word –** *mustering*
- **Discussion Prompt –** Is there anything that previously happened in the book that hinted Kit might be in danger, or was this a surprise to you?

**Chapter 23**

- **Word –** *baulked*
- **Discussion Prompt –** How do you think Puffin is feeling now that she's in the company of Lance and Kit?

**Chapter 24**

- **Word –** *turrets*
- **Discussion Prompt –** The author often ends chapters with suspense. What role do you think this has in making us want to keep reading?

**Chapter 25**

- **Word –** *shrill*
- **Discussion Prompt –** Who do you think is with Barbara?

**Chapter 26**

- **Word –** *righteous*
- **Discussion Prompt –** On page 198 Puffin says *"Why do we have to mine minerals so much anyway? It's not about need – it's about greed!"* Do you agree or disagree with Puffin?

**Chapter 29**

- **Word –** *trajectory*
- **Discussion Prompt** – Lots has happened in this chapter. Which parts do you think are the most significant?

**Chapter 30**

- **Word –** *timbre*
- **Discussion Prompt –** On page 227 Mum says. *"So that is where Noma should be"*. Do you think this is a fact or an opinion?




**Chapter 31**

- **Word –** *acclimatize*
- **Discussion Prompt –** With reference to inferences in the text, how does Puffin feel now that Noma is back?

**Chapter 32**

- **Word –** *tremulous*
- **Discussion Prompt –** Has the book ended in the way that you anticipated it would?

## Book Club Questions

1. If you were to recommend this book to a friend, which elements do you think would make them most excited to pick the book to read themselves?

2. Within the book we encounter many fully automated jobs, how does this highlight the role of human oversight? How might the book have been different without this inclusion?

3. Which character's actions surprised you most in this book, after your experience of them in the first?

4. Azarite is a force for nature protection and healing. With the absence of azarite in our world, how can we embody its purpose?

5. If there was to be another book in the series, what would you like to see Puffin get up to and where would you like it to be set?






## ACTIVITY IDEAS

### Page 22 - Research Project

Kit is a specialist in wind research. Conduct your own research into one of the following areas that link with wind or discover your own. Culminate your learning with a short presentation or informative poster.

- The process of wind pollination.
- The role of Saharan sand carried in trade winds to South America, in providing essential nutrients to the Amazon (phosphorous for plant growth).
- How wind has been relevant to historic trade links.
- The potential for wind energy as a renewable energy source.

### Page 54 - Science Activity

Learn about the adaptations that Arctic Willow has made to the extreme environment it lives in. Then learn about the adaptations made by a Willow species that lives here in the UK. Analyse the advantages of each species' adaptations to their specific ecosystem through group discussion.

### Page 100 - Writing Prompt

Supported by group research, create a written piece that is either for or against the mining of minerals in our world.

### Page 152 - Art Activity

Create a portrait piece depicting a character that is central to the story. Use the descriptions we have read, alongside your own imagination, to inform your work.




## ACTIVITY IDEAS

**Page 188 - STEM Challenge**

Using descriptions from the text and your own creativity, produce designs for the Sucka Bucka. You will need to consider the materials used, the functionality and the environment in which it is to be used.

**Page 223 - Writing Prompt**

Puffin has had an important conversation with Kit about the events at Bluster Peninsula. Write a letter from Puffin to her Mum that captures the key points, alongside Puffin's own perspective. You will need to consider the intended audience for the writing to inform your choice of tone and language.






## 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. Distinguish between statements of fact and opinion.
- Writing - identifying the audience, writing for a wide range of purposes.

**Science**

- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Describe the life process of reproduction in some plants.
- Plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots (KS3).
- Reproduction in plants, including flower structure, wind pollination (KS3).

**Geography**

- Human geography: including trade links and the distribution of natural resources including energy.
- Human geography relating to the use of natural resources (KS3).

**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.