

TEACHING RESOURCE

Created by

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THE_REBEL_READING_SOCIETY

MINI.MIDNIGHT.READS

in collaboration with

Lui Sit and Macmillan Children's Books

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LAND OF THE LAST WILDCAT

TEACHING RESOURCE



A contemporary, environmental adventure story with a fantasy twist, this is the first in a new series that you won't want to miss. Puffin's Mum works on the scientific research of a mythical cat that holds relevance to her family. When her boss, Professor Smoult takes steps beyond what Puffin deems ethical, she takes matters into her own hands and so ensues an adventure of equal parts magic and self-discovery. 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

Prologue

- Word – *nubby*
- Chapter – A prologue helps to introduce a story, before we dive into the main narrative. How has that been used in this book?

Chapter 1

- Word - *plundered*
- Discussion Prompt – How has the authors language built interest in the Kuri from the first chapter?

Chapter 2

- Word – *retorted*
- Discussion Prompt – On page 11, Puffin retorts *"Mum says you have to stretch the truth sometimes*" in relation to imagination. What do you think she means by this?

Chapter 3

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

Chapter 4

- Word – *petered*
- Discussion Prompt – Puffin overheard part of a conversation between her Mum and Mr Smoult. What does this reveal about the differences between their ethics?

Chapter 5

- Word – *ricocheted*
- Discussion Prompt – Using inferences from the text, do you think the kuri is different to what we would expect from a wild animal?

Chapter 6

- Word – *affixed*
- Discussion Prompt – How do you predict the revelations made by Puffin and Lance in this chapter relate to the storyline going forward?



Chapter 7

- Word – *contentment*
- Discussion Prompt – How does the way the security guards are acting inform us further about the lab?

Chapter 8

- Word – *hurtling*
- Discussion Prompt – The author has created suspense at the end of the chapter. How have they done this and thus hooked us in to keep reading?

Chapter 9

- Word – *interloper*
- Discussion Prompt – On page 72 the kuri is described in the following way, *"Its shimmery fur sparkled, radiating an amber light, getting brighter each second, as if the sun had climbed down into the tunnel and crawled inside the kuri."* How does this use of figurative language add further meaning to this section of text?

Chapter 10

- Word – *beckoning*
- Discussion Prompt – This chapter describes the kuri with various different shades of orange – apricot, matte orange, faded citrus (P78). What other ways can you describe the colour orange?

Chapter 11

- Word – *careening*
- Discussion Prompt – Using inferences from the text, how was Mum feeling when she encountered Puffin, Lance and Smoult?

Chapter 12

- Word – *barrage*
- Discussion Prompt – Why do you think Puffin and Lance are responding differently to Grandad's illness and hospital visit?

Chapter 13

- Word - *ebb*
- Discussion Prompt – What do you think the biggest risk is in taking the kuri home?



Chapter 14
- Word – *menacing*
- Discussion Prompt – Smoults language towards Mum in this chapter is controlling and manipulative. Which sections specifically help us to identify this?

Chapter 15
- Word – *mused*
- Discussion Prompt – Can you summarise the key points of Puffin's Dad's letter?

Chapter 16
- Word – *amid*
- Discussion Prompt – On page 127 Mirka's letter contains the following section, *"I know your mum. I believe her motives are pure, although not great for Kuri. Also FACT."* Do you perceive this to be fact or opinion?

Chapter 17
- Word – *unjust*
- Discussion Prompt – What do you think motivates Mum?

Chapter 18
- Word – *transfixed*
- Discussion Prompt – How do you think the authors choice of transport for Puffin (bike) and Smoult (Ferrari), helps to show contrast between the characters?

Chapter 19
- Word – *pelt* (adjective)
- Discussion Prompt – On page 153, the plane journey is described with the following, *"She looked out of a window, seeing great turrets of angry-looking clouds mushrooming from beneath them as the plane tilted jaggedly through the sky."* How does the authors use of language in this section impact upon us as a reader?

Chapter 20
- Word – *rancid*
- Discussion Prompt – With reference to the text, which feeling was most prevalent for Puffin during this chapter?



Chapter 21
- Word – *profusion*
- Discussion Prompt – Using details from the text, how would you describe the wildlife on the island?

Chapter 22
- Word – *diminished*
- Discussion Prompt – Were you more surprised by Mirka being a child or the link between the kuri and azanine? Why do you think this is?

Chapter 23
- Word – *colluded*
- Discussion Prompt – If you were to summarise Puffin's character in three words, what would you say?

Chapter 24
- Word – *glade*
- Discussion Prompt – What role does hope play in this chapter?

Chapter 25
- Word – *heritage*
- Discussion Prompt – Is there any point in this chapter that you would have made a different decision to the characters?

Chapter 26
- Word – *emitting*
- Discussion Prompt – What elements of Smoult's character makes him an antagonist (opposing the main character) in this story?

Chapter 27
- Word – *tremulous*
- Discussion Prompt – What part of this chapter surprised you the most?

Chapter 28
- Word – *loamy*
- Discussion Prompt – How has this chapter helped to give more understanding of the role Puffin's Dad took in her life?



Chapter 29

- Word – *beacons*
- Discussion Prompt – On page 240 Puffin considers, *"people like Smoult thought that once something was explained, it could be understood. And then controlled. And then sold."* Are there any examples where you could relate this to the world we live in?

Chapter 30

- Word - *reverie*
- Discussion Prompt – What do you think was the biggest lesson Puffin learnt in this chapter? Could you learn anything through her?

Chapter 31

- Word – *humane*
- Discussion Prompt – What skills do you think Mum needs to be a more considerate CEO than Smoult?

Chapter 32

- Word – *haunches*
- Discussion Prompt – Did the book conclude in the way you had expected?

Book Club Questions

1. How might the kuri act as a metaphor for how nature is treated by various people in our world?

2. Dad's voice is present throughout the book, despite not physically being there. How did this show his contribution to Puffin's life and character?

3. Which character did you relate to most in the book? How might you have acted differently at any point?

4. Why was Smoult's character important for helping us to learn valuable lessons whilst reading the book?

5. What predictions do you have for the storyline of book two, *The Wildcat and the Gathering Storm?*



ACTIVITY IDEAS

Page 19 - Design Challenge

In this section we're introduced to the Linger Island Gallery, based on a fictional island in the book. Create designs for your own museum exhibit on an island. You will need to consider how it will be appealing and educational to visitors, whilst remaining respectful to the local population of the island. There are many options for the focus of the exhibit, for example wildlife, human stories and the geography of their formation. Select one of the islands below, or choose two and draw comparisons between the them.

- Easter Island
- Galápagos Islands
- Isle of Skye
- Mu Ko Ang Thong
- Madagascar

Page 51 - Science Challenge

Using your knowledge of classification systems, how would you classify the kuri from the observable characteristics we have been told. For example, are they an invertebrate or a vertebrate, what life cycle do you anticipate that they might have. Write a short piece summarising your conclusions.

Page 88 - Writing Prompt

At this point Lance says, *"This is just like the movies."* Inspired by his statement, translate one of the scenes from this chapter into a section of film script. You will need to consider how to convey the same message and which elements of speech you want to retain and build upon.



Page 127 - Writing Challenge

Take the bullet points from the letter written by Mirka and form them into a letter that is written in prose. Consider the tone of the letter and the intended audience.

Page 175 - Cave Geography

Learn about how erosion forms caves, as well as the action of water in forming other cave structures such as stalactites and stalagmites. Create a small clay model of a cave, showing the features that you have learnt about.

Page 234 - Science Activity

Create a double page spread for a nonfiction book, that specifically focuses on a local tree to you. Select from some of the ideas below of imagine your own ideas.

- Create a section on the trees lifecycle, including how the pollen is dispersed from one flower to another (or cones in gymnosperms).
- Highlight how the tree has evolved to adapt to the environment it lives in – you may also wish to add contrast with a tree that has adaptations to a very different environment.
- The cultural value of the tree species to the local community.
- Illustrate how the plant accesses its requirements for life – carbohydrates through photosynthesis, as well as water and nutrients through the roots from the soil.



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

- Describe the life process of reproduction in some plants.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- 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.
- Plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots (KS3).

Geography

- Physical geography relating to: rocks, weathering, hydrology and coasts. (KS3).
- 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.