



Go on an adventure with KATHERINE RUNDELL

TEACHING PACK



ROOFTOPPERS · THE WOLF WILDER THE EXPLORER · THE GOOD THIEVES

Explore the wildly different locations of
PARIS, RUSSIA, THE AMAZON RAINFOREST
& 1920S NEW YORK!

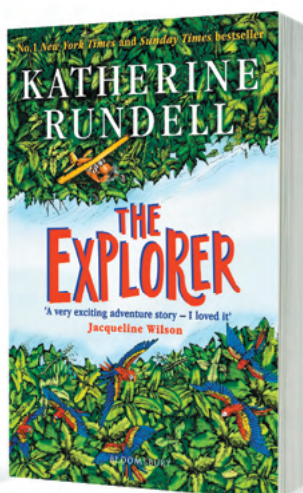
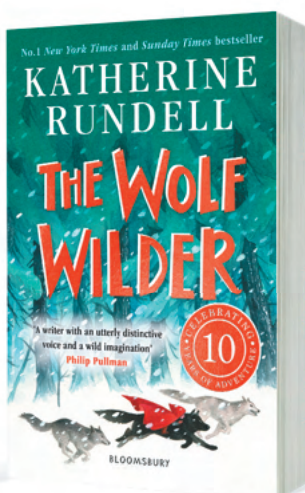
CLASSROOM RESOURCE PACK FOR KS2/3

Suitable for: Ages 9–12

Includes: Extracts from the books + corresponding activities on location!

Explore Themes of: ✓ Travel ✓ Exploration ✓ Adventure ✓ The World ✓ The Power of Stories

Subject Checklist: ✓ Creative Writing ✓ Geography ✓ RSHE ✓ Citizenship ✓ Art, Design & Technology





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ABOUT THE BOOKS

ROOFTOPPERS

Everyone tells Sophie that she was orphaned in a shipwreck – found floating in a cello case on the English Channel on her first birthday. But Sophie is convinced her mother also survived.

When the Welfare Agency threatens to separate her from her guardian and send her to an orphanage, Sophie takes matters into her own hands, starting with the only clue she has – the address of a cello-maker in Paris. On the run from the authorities, Sophie finds Matteo and his network of rooftoppers – urchins who walk tightropes and live in the sky. In a race across the rooftops of Paris, will they be able to find her mother before it's too late?

Hopeful, inspiring and thrilling in equal measure, this is a classic adventure story about pursuing your dreams and never ignoring a possible.

THE EXPLORER

From his seat in the tiny aeroplane, Fred watches as the mysteries of the Amazon jungle pass by below him. He has always dreamed of becoming an explorer, of making history and of reading his name amongst the lists of great discoveries. If only he could land and look about him.

As the plane crashes into the canopy, Fred is suddenly left without a choice. He and the three other children may be alive, but the jungle is a vast, untamed place. With no hope of rescue, the chance of getting home feels impossibly small.

Except, it seems, someone has been there before them ...

THE WOLF WILDER

Feodora and her mother live in the snowbound woods of Russia, in a house full of food and fireplaces. Ten minutes away, in a ruined chapel, lives a pack of wolves. Feodora's mother is a wolf wilder, and Feo is a wolf wilder in training. A wolf wilder is the opposite of an animal tamer: it is a person who teaches tamed animals to fend for themselves, and to fight and to run, and to be wary of humans.

When the murderous hostility of the Russian Army threatens her very existence, Feo is left with no option but to go on the run. What follows is a story of revolution and adventure, about standing up for the things you love and fighting back. And, of course, wolves.

THE GOOD THIEVES

Fresh off the boat from England, Vita Marlowe has a job to do. Her beloved grandfather Jack has been cheated out of his home and possessions by a notorious conman with Mafia connections. Seeing Jack's spirit is broken, Vita is desperate to make him happy again, so she devises a plan to outwit his enemies and recover his home.

She finds a young pickpocket, working the streets of the city. And, nearby, two boys with highly unusual skills and secrets of their own are about to be pulled into her lawless, death-defying plan.

This is a heist as never seen before – the story of a group of children who will do anything to right a wrong.



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RESOURCE PACK: OBJECTIVES & OUTCOMES

Rooftoppers: Paris

Objectives:

- To analyse a descriptive extract of the rooftops in Paris
- To identify key landmarks and sights of Paris

Outcomes: A bird's eye snapshot of Paris; a table of the sights and smells of the city; a postcard home.

The Wolf Wilder: Russia

Objectives:

- To explore how the writer creates mood in an extract
- To compare the vastness of the Russian wilderness with the busy city of Paris

Outcomes: A snapshot map to match an extract; an annotated illustration; a scrapbook entry describing the Russian landscape.

The Explorer: The Amazon Rainforest

Objectives:

- To consider the associations we make with different colours
- To use colour to describe an adventure through the rainforest

Outcomes: A freeze frame snapshot of an extract; a list of colours and what they represent; a poem about a journey through the Amazon.

The Good Thieves: 1920s New York

Objectives:

- To identify contextual details about 1920s New York
- To explore how sounds are used to describe a setting

Outcomes: A selfie of you in 1920s clothing; ten ears filled with New York sounds; a description of a 1920s New York party.



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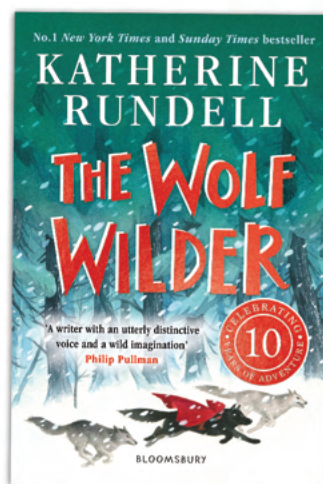
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FIRST: PACK YOUR BAGS!

What can you tell about the setting of each book from the covers below? What sort of mood is created by the images and colour schemes chosen by the designers? What sort of locations do you expect to find when you start reading?

Use the word bank as a starting point for discussing the four different locations that you can see.



HOT

WHITE

HUMID

LUSH

FLAT

VIBRANT

COLOURFUL

ICY

COLD

SNOWY

STARK

CALM

NOISY

RESTLESS

DENSE

PICTURESQUE

DUSTY

TROPICAL

CIVILISED

CHARMING

CROWDED

DANGEROUS

EXHILIRATING

DIRTY

BOLD

EXOTIC

OBSCUR

CHILLY

MAJESTIC

MAGICAL

DREAMLIKE

SOFT

PUNISHING



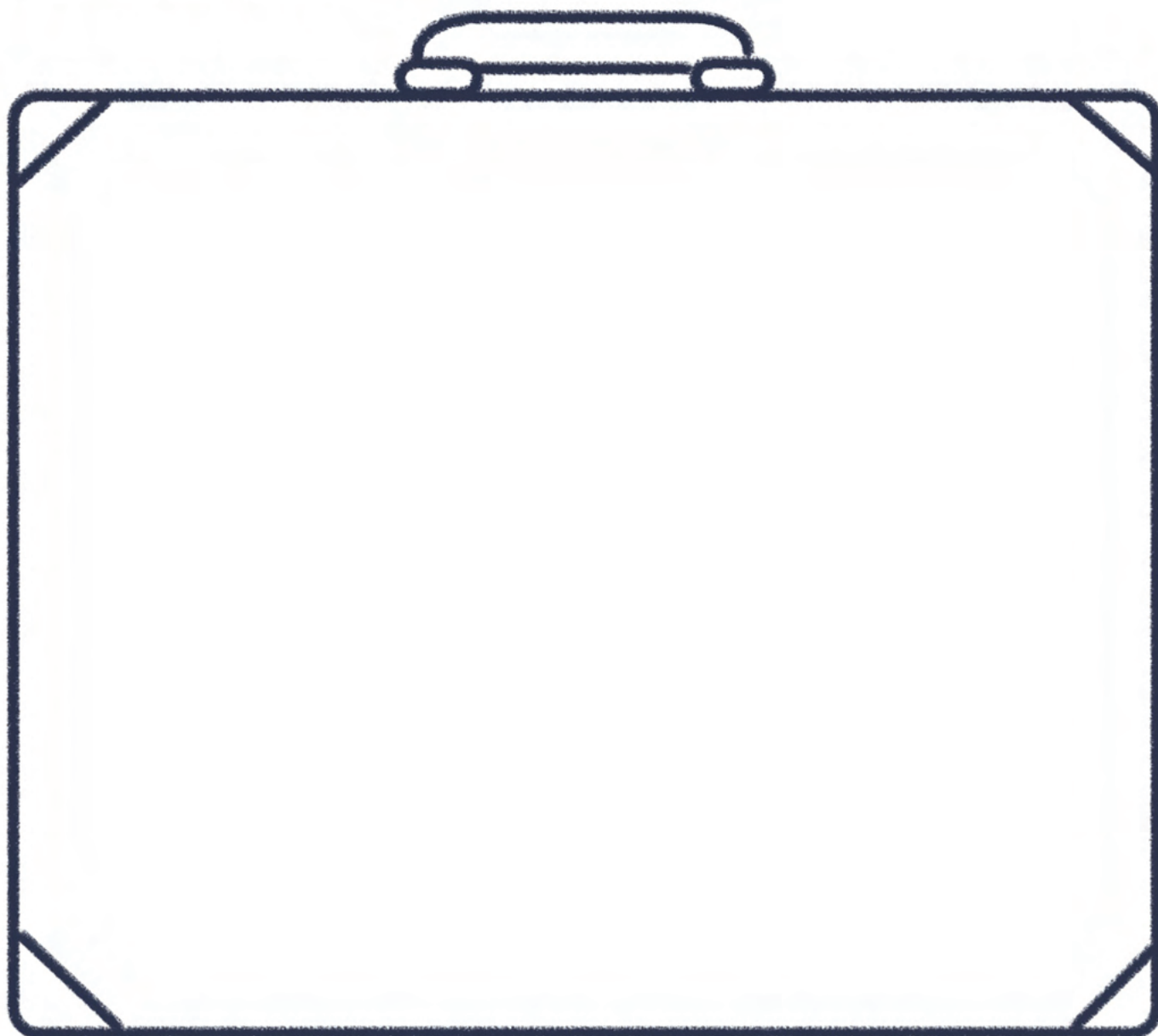
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Choose one of the four covers: Rooftoppers, The Wolf Wilder, The Explorer or The Good Thieves. Pack the bag below with the items you might take with you to the location pictured on your chosen book cover.

Give reasons for your choices!





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LESSON 1: ROOFTOPPERS: PARIS

The roof stretched away, flat and grey and smooth, and decorated here and there with bird droppings. There was a chimney stack, and a weathervane, and black soot layering everything. She thought the rooftop must be one of the highest for miles. A single pigeon watched her. She made a face at it. It looked haughtily at her, and turned its back.

Sophie crawled to the edge and looked out, across the city. Paris lay below her, coloured in shades of night-blue. The city was a cross-hatching of roads and squares. In the moonlight she could see the tops of bright shop awnings – they were surprisingly dirty, seen from above – and the concentric circles of two smart gentlemen's hats as they passed. *Top hats look much less stupid, she thought, seen from a rooftop.* And from up here, she thought, the streets looked like rivers. The river itself was quicksilver in the moonlight. The wind shifted, and the wet-hay smell of horses hit her.

DISCUSSION QUESTIONS:

- What is special about Sophie's view of Paris in the extract?
- How does the writer describe the layout of the city?
- Which culturally interesting places do you associate with Paris?



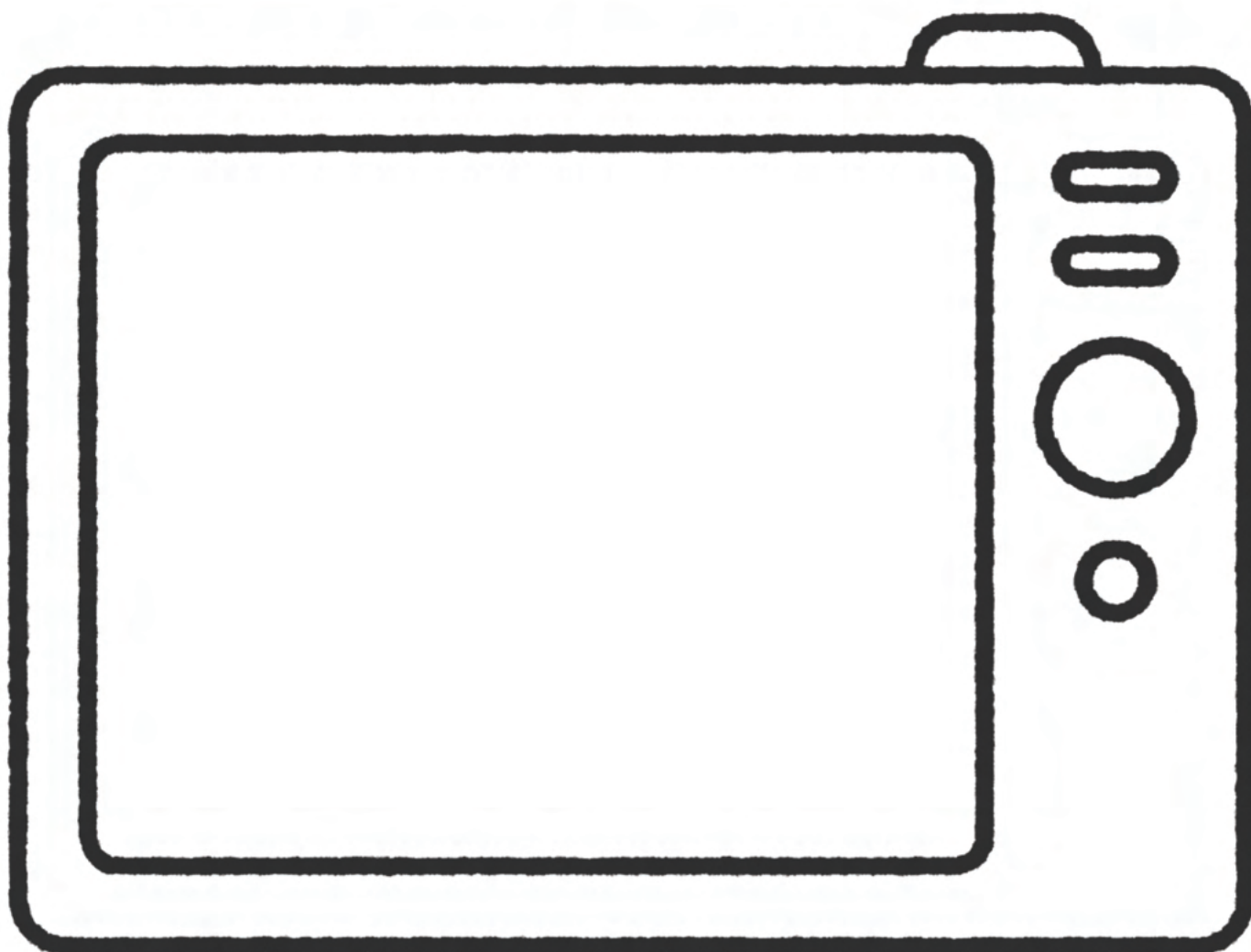
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TAKE A SNAPSHOT!

It's time to take a snapshot for your travel scrapbook! Imagine you are flying over the city of Paris and are taking a picture of it from a bird's eye view. Draw the photograph you take in the camera template below. Refer back to the extract to help you to include as much detail as possible from the text.





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ACTIVITY 1:

Use your imagination to visualise walking through the streets of Paris. Which landmarks might you come across? What else might you see? What delicious – and maybe not so delicious – smells might you experience on your walk? Work in pairs to fill in your table with what Paris would be like on the ground level.

LANDMARKS	WHAT ELSE DO I SEE?	WHAT SMELLS DO I EXPERIENCE?



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ACTIVITY 2:

Use your table to write a postcard home to a friend or family member about your impressions of Paris. Think about and include; is it what you expected? How does the rooftop view compare with what it is like on the ground level? What do you love about this city? Why should your friend or family member come and experience it for themselves?



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LESSON 2: THE WOLF WILDER: RUSSIA

Once upon a time, a hundred years ago, there was a dark and stormy girl.

The girl was Russian, and although her hair and eyes and fingernails were dark all of the time, she was stormy only when she thought it absolutely necessary. Which was fairly often.

Her name was Feodora.

She lived in a wooden house made of timber taken from the surrounding forest. The walls were layered with sheep's wool to keep out the Russian winter, and the inside was lit with hurricane lamps. Feo had painted the lamps every colour in her box of paints, so the house cast out light into the forest in reds and greens and yellows. Her mother had cut and sanded the door herself, and the wood was eight inches thick. Feo had painted it snow blue. The wolves had added claw marks over the years, which helped dissuade unwelcome visitors.

It all began – all of it – with someone knocking on the snow-blue door.

DISCUSSION QUESTIONS:

- How would you describe the mood of this extract? Underline key words to support your ideas.
- What do we learn about the protagonist and her life in Russia?
- How does this extract contrast to the one you analysed in Lesson 1 for *Rooftoppers*?



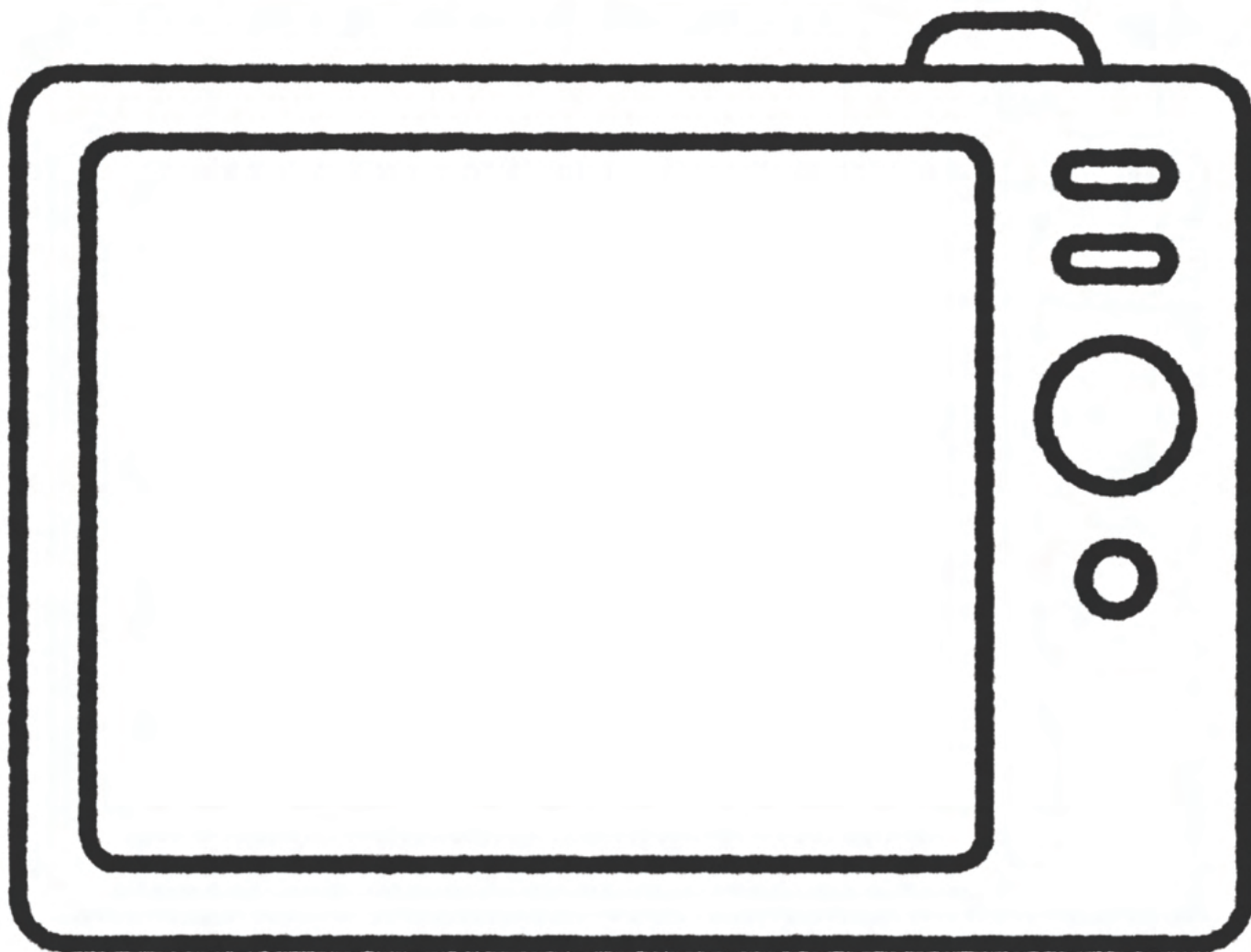
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TAKE A SNAPSHOT!

It's time to take another snapshot for your travel scrapbook! Sketch the map to match the extract you have just read. Pick out details that the writer has given you and use your imagination to include other aspects of the surrounding landscape. Consider the scale of your map and the vastness of Russia.





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ACTIVITY 1:

Take a few moments to look closely at the illustration from the text. Then, draw arrows labelling interesting details that convey the wildness and vastness of the Russian landscape. Feedback what you have picked out together as a class and add in any points you have missed as this might help you in your next activity!





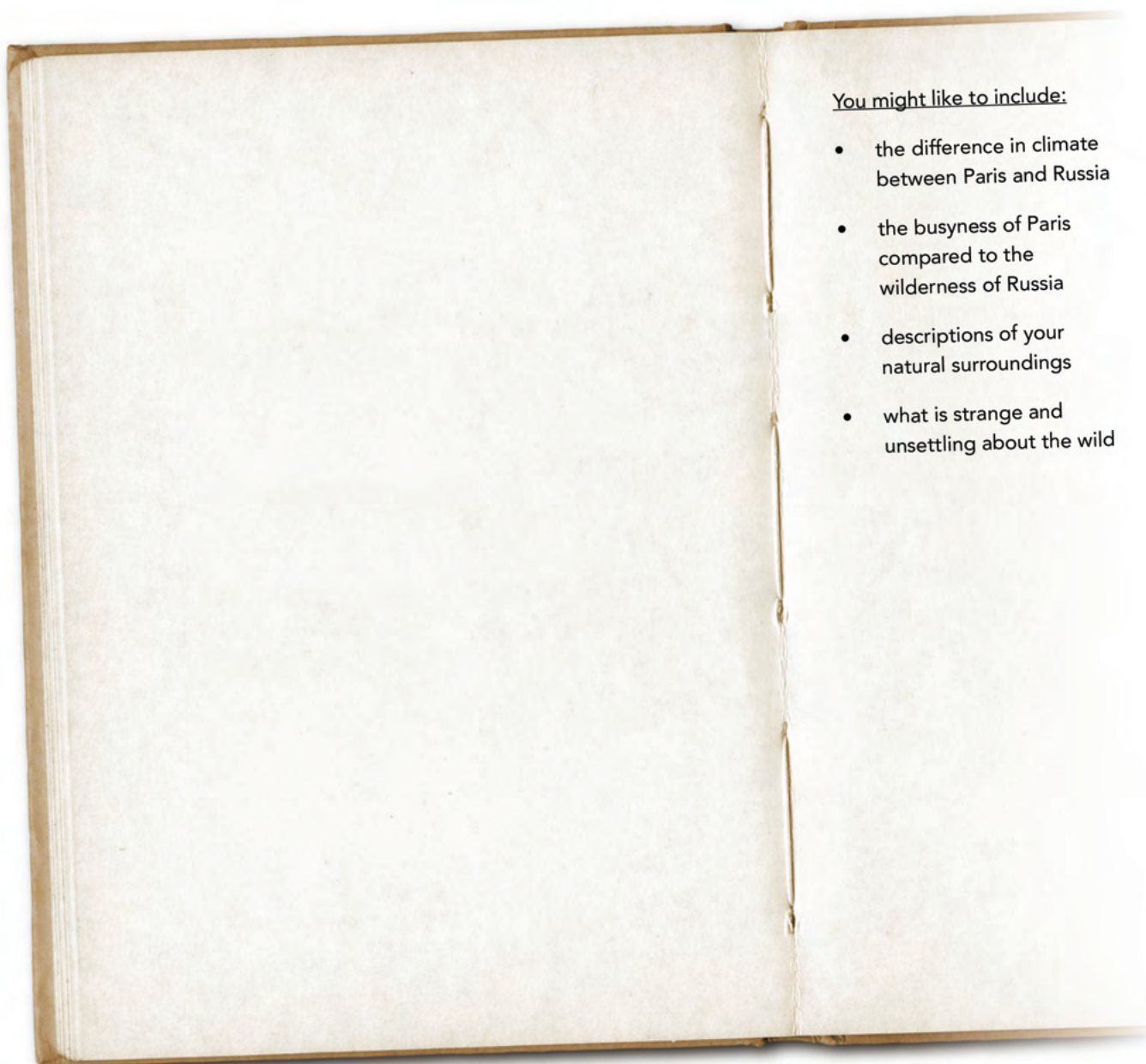
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ACTIVITY 2:

Imagine that you are the person 'knocking on the snow-blue door' at the end of the extract. You have been travelling through Russia and have been caught out in the snow and need somewhere to stay. Write down a scrapbook entry about how your experience of Russia so far contrasts with your trip to Paris.



You might like to include:

- the difference in climate between Paris and Russia
- the busyness of Paris compared to the wilderness of Russia
- descriptions of your natural surroundings
- what is strange and unsettling about the wild



— LESSON 3: *THE EXPLORER*: THE AMAZON RAINFOREST —

It was ferociously hot, and he was still alive. Those were the first thoughts that came to Fred as he opened his eyes and found himself staring straight up at the Brazilian sun. Instinctively he looked down at his wristwatch, but the face was cracked and the minute hand had fallen off.

The two girls were asleep next to him. Both of them were covered in blood and scabs, but they were breathing easily. Con had her thumb in her mouth. There was a host of dragonflies in luminous blues and reds dancing around them. He thought they might be attracted to the blood.

But there was no sign of the little boy. Max was missing.

'Max!' Fred whispered, jumping to his feet. There was no answer, no movement except the burr of dragonfly wings.

Fred's heart started to pound. 'Max?' he called louder. Lila stirred in her sleep.

He ran to the edge of the trees. There was no trace of the boy.

'Max!' he roared, staring wildly around.

'What?' Max looked up; he was lying on his stomach behind some fernlike plants next to the vile-smelling puddle, plashing his fingers in the water.

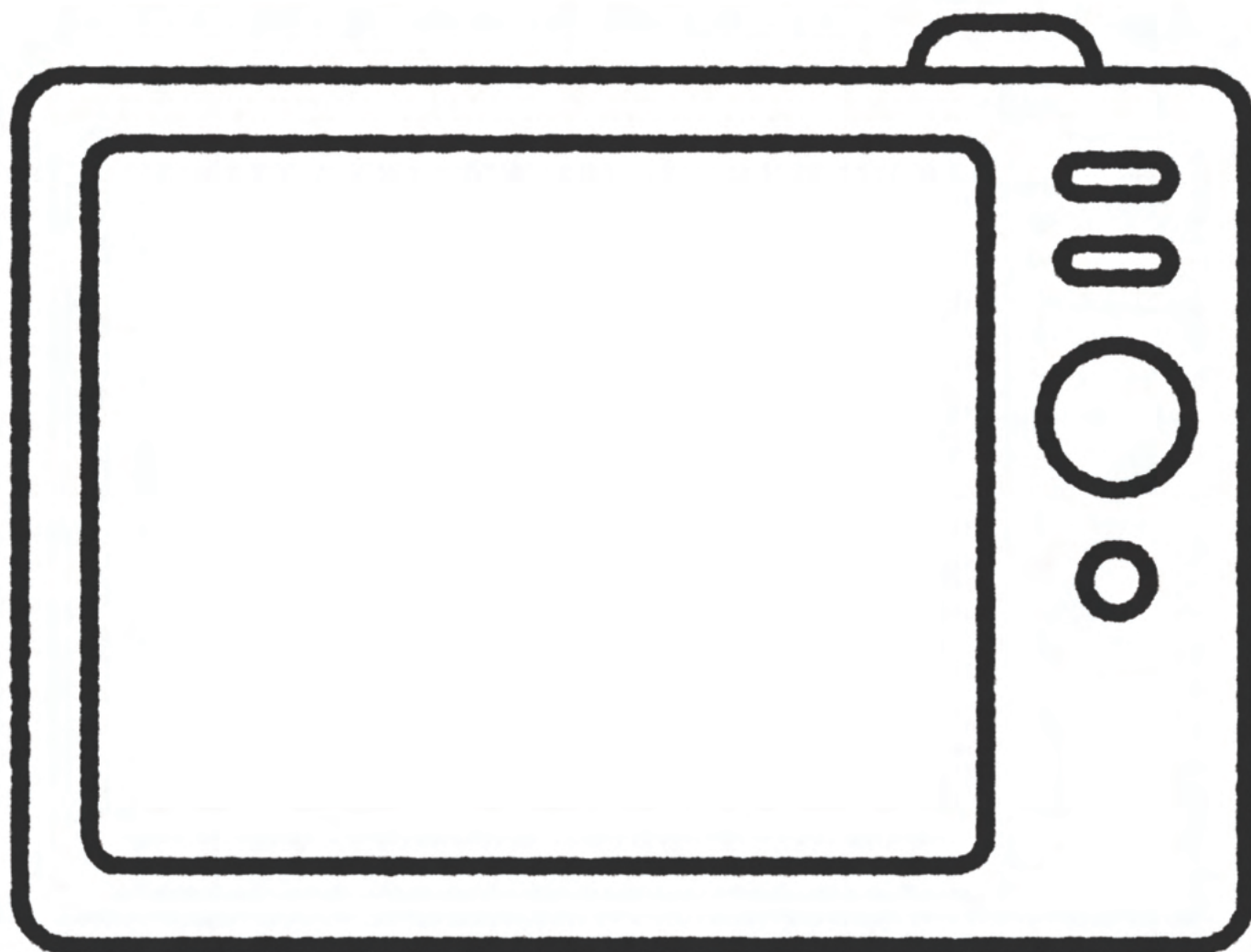
DISCUSSION QUESTIONS:

- How does the writer create a sense of danger in the rainforest? Underline key words.
- What do you think each of the characters are feeling in this extract and why?
- What other forms of life might you expect to find in the Amazon?



TAKE A SNAPSHOT!

It's time to take a new snapshot for your travel scrapbook! Re-create the scene from the extract by drawing a freeze frame picture in the camera template below. Think about which aspects of the extract you want to capture the most and include as much detail as you can.





ACTIVITY 1:

One way of conveying a specific mood in descriptive writing is through the use of colour. We tend to associate different colours with different things and emotions. For each colour below, note down any nouns, verbs, or adjectives, that each colour represents to you. Don't worry if some of them seem to contradict each other; colours can have lots of different meanings! [Note: You can use ideas from the previous lessons to help you!]

GREEN = _____

RED = _____

BLACK = _____

BLUE = _____

YELLOW = _____

ORANGE = _____

WHITE = _____





Share your poems as a class, closing your eyes as they are read out so that you can really visualise the different colours that you witness on your journey!



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LESSON 4: THE GOOD THIEVES: 1920S NEW YORK

She pressed her face against the glass. It was early evening and the streets were crowded. The car hurtled across 59th Street and up Central Park West, the lights of a cinema illuminating the name of a film, *Wild Bill Hickok*.

Vita felt the bite and kick of New York spark through her. She reached into her pocket. There was a map of the city, borrowed from her grandfather, and, under it, her penknife. She closed her fingers around it, and it gave her courage.

Abruptly the cab pulled up beside the pavement. 'This is you, kid,' said the driver. 'The Dakota!'

He told her the cost for the journey, which sounded enormous. Vita knew Americans tipped everyone, but had no idea how much, so it seemed safest to give him all the money she had with her and dart away down the pavement.

She stood looking up at the building. It was vast; a castle of a place, with crenellations and turrets in the four corners, and light pouring from its windows.

As she stood there, a grey-haired man and a tall woman swept past her. The wind rose in a sudden gust and the woman laughed, lifting her hand to her hair, which was swept up with a diamond-studded swan's feather.

'Do try not to be dull, honey, or talk endlessly about politics,' said the woman. She spoke with a strong New York accent. 'Victor's parties are always so fabulously *it*.'

DISCUSSION QUESTIONS:

- What words would you use to describe 1920s New York?
- What differences or similarities do you think it has compared to New York today?
- What sounds does the writer use to describe the hustle and bustle of the city?



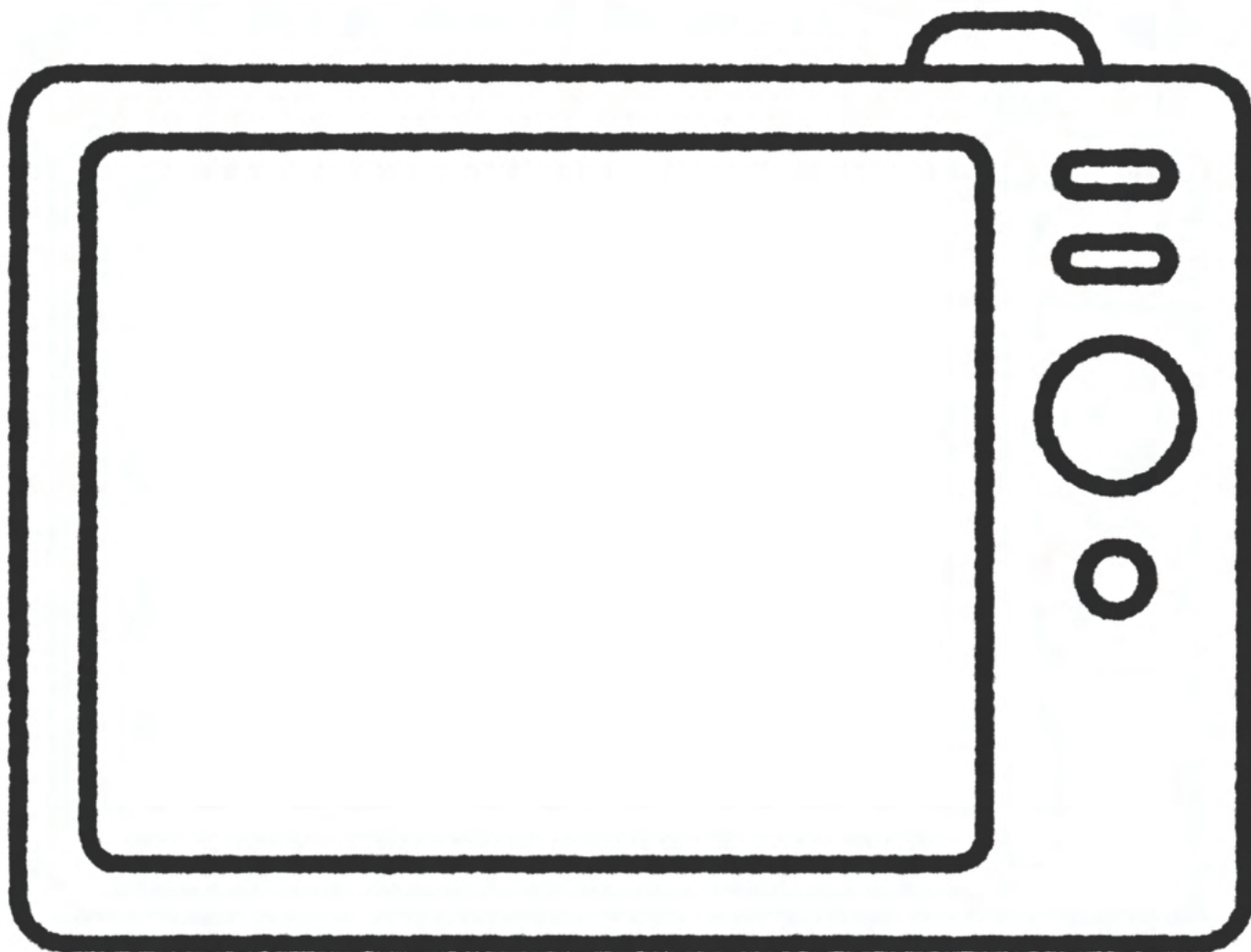
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TAKE A SNAPSHOT!

It's time to take your last snapshot for your travel scrapbook! Imagine you have travelled back in time to New York in the 1920s. Take a selfie of yourself wearing an outfit of the time. Discuss together what fashion was like during this period if you are unsure!





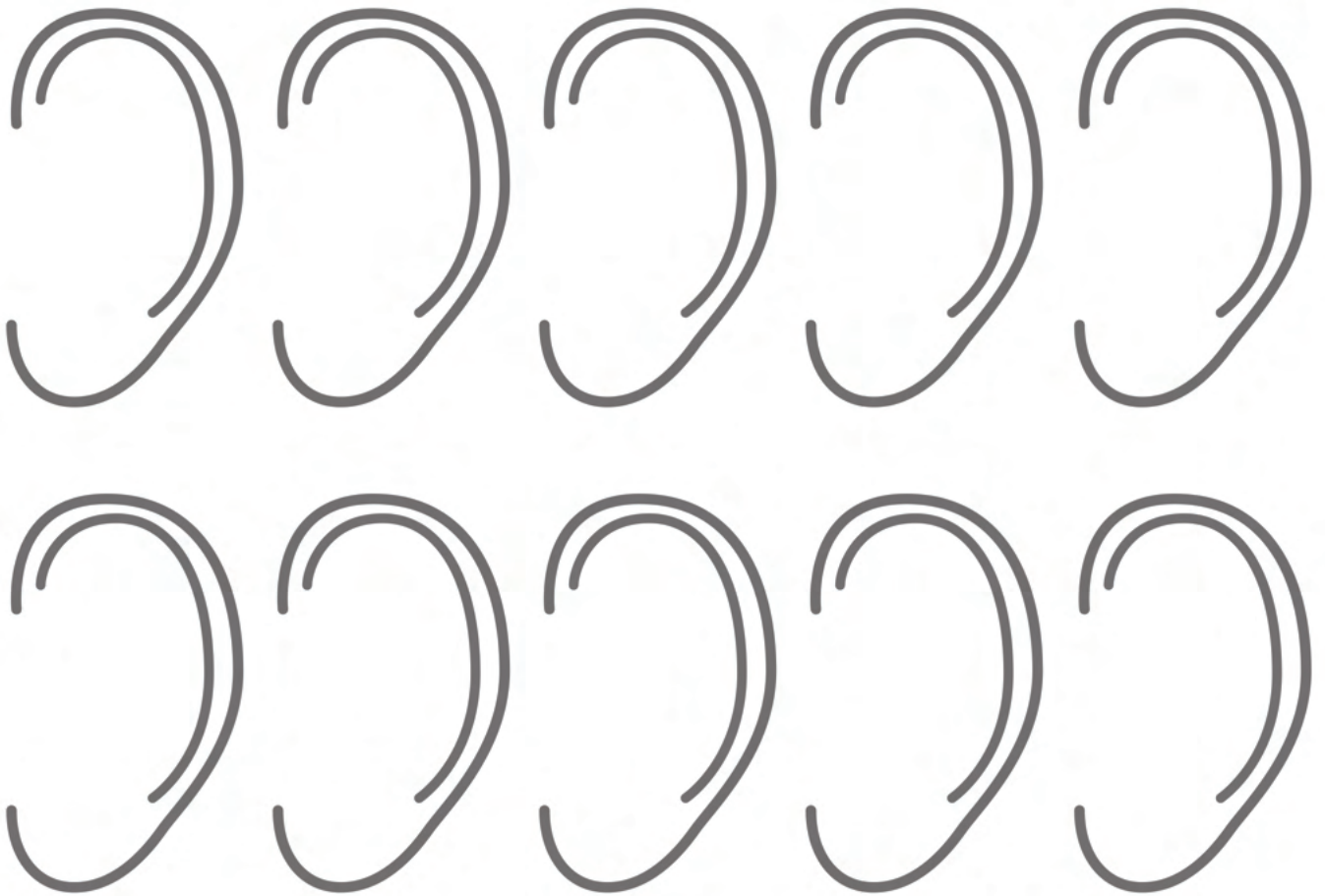
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ACTIVITY 1:

For each of the ten ears below, try to come up with a different sound that you might hear on the streets of New York in the 1920s. Use the extract to help you but try to avoid repeating the writer's ideas and come up with specific examples of your own instead.



When completed, in small groups, take it in turns to read the extract again but this time other group members should make the sounds of the city in the background while the extract is being read. [Note: Make sure you can still hear the extract!]

