



THE WILD BEFORE

'THE NEW MASTER
OF BOOKS
FOR CHILDREN'
THE TIMES

PIERS TORDAY

WINNER OF THE GUARDIAN CHILDREN'S FICTION PRIZE

SCHEME OF WORK

PERFECT FOR:

Students aged 9+; exploring the natural world; investigating climate change; a captivating animal adventure joining Little-Hare on his quest to save the wild.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry; Creative Writing; Poetry; Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

Music

Computing

Mathematics

Geography

History

Science

Religious Education

PSHE and Citizenship

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WEEK 1 (PAGES 1–31): LITTLE-HARE MAKES AN AMAZING DISCOVERY

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Define vocabulary, thinking carefully about its meaning and impact. - Draw inferences, such as inferring characters' feelings. - Predict what might happen from details stated and implied. - Retrieve information. <p>Creative Writing</p> <ul style="list-style-type: none"> - Create a glossary in role as an animal. <p>Design Technology and Art</p> <ul style="list-style-type: none"> - Create a piece of artwork inspired by nature. <p>Science</p> <ul style="list-style-type: none"> - Gather and record data and observations about the moon. 	<ol style="list-style-type: none"> 1. Before you start reading, look at the glossary 'A Field Guide to the Animal Tongue'. Are there any words you recognise? Is there any vocabulary that is new to you? Why do you think these are different to the words we might use? Who do you think will be telling the story? 2. Look at page 3. How is Little-Hare feeling as he runs? Can you find five words or phrases that show his feelings? 3. On page 5, why do you think the word '<i>before</i>' is written in italics? What do you think might have happened to Dandelion Hill? 4. Read to the end of page 17. Can you describe Dandelion Hill? What has changed recently? You could have a go at drawing the story setting. 5. On pages 17–18 we meet Little-Hare's sister. How does she treat him? How does Little-Hare feel about this? 6. Read to the end of page 21. What are your first impressions of Bite-Hare? How do you think Little-Hare feels about him? 7. How does Little-Hare react to the snow? What does this tell us about the world the animals live in? (page 22-24) 8. On page 27, there is a list of three questions. Why do you think this is? What is the effect of these questions? 9. How does Little-Hare react to finding Mooncalf (page 28-29)? What does this reaction tell us about his past? 10. At the end of page 31, the humans arrive in the field. How does Little-Hare feel about this? Why do you think the humans are there? 	<p>Create your own 'Field Guide to the Animal Tongue'. Imagine you are an animal describing the world around you. What words or phrases might you use? For example, a fish might describe its pool as a <i>still-water</i> or a river as a <i>fast-water road</i>.</p> <p>Do you have your own favourite 'Wild'? Create piece of artwork based on your favourite outdoor spot. You could look at paintings by Van Gogh or Claude Monet for inspiration.</p> <p>The animals in the story mark time using the phases of the moon. Can you find out what we call the phases of the moon and what order they appear in? You could keep an observational diary of how the moon changes over the course of a month.</p>

WEEK 2 (PAGES 32–72): LITTLE-HARE IS GIVEN A QUEST

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify how language and structure contribute to meaning. - Use clues from the text to infer information about a character and how they might be thinking and feeling. <p>Religious Education</p> <ul style="list-style-type: none"> - Explore beliefs about how the world was created. <p>Science</p> <ul style="list-style-type: none"> - Identify how animals have adapted to suit their environment. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand a character by completing a Role on the Wall activity. 	<ol style="list-style-type: none"> 1. On page 33, Bite-Hare offers to 'take care' of Little-Hare. What do you think he means by these words? Does this change your impression of Bite-Hare? 2. Little-Hare's Wildness is referred to as 'the most powerful farm beast there was'. What do you think he could be? Explain why you think that. 3. Can you find the examples of personification on page 41? Why do you think the author describes the bellow using this technique? 4. On pages 45–46, the bull tells Little-Hare of what has been fore-told in the animal dream. How does Little-Hare feel about this? Could you write a thought bubble to show what he might be thinking? 5. What is the message that the waxwing brings to Little-Hare (page 51–53)? Do any of the signs she mentions remind you of what is happening in our world at the moment? 6. On page 53, some of the words are written in bold. How would you read these aloud? What effect does this create? 7. How does the author create tension on page 55? Is it effective? 8. What is the new object that Little-Hare finds on page 61? Can you describe it? What do you think its purpose is? 9. What happens to Little-Hare on page 63? Can you predict what might happen next in the story? 10. From pages 64–71, the narrative flashes between Little-Hare and Run-Hare. Why do you think the author has chosen to do this? What effect does it create? 	<p>The bull tells Little-Hare of the animal dream that is passed down from generation to generation. There are many different stories and beliefs about how the world was created. Use a bible or the Internet to find out about the Christian creation story. You could compare it to another culture's creation myth, e.g. the aboriginal dreamtime.</p> <p>On page 56, Little-Hare is attacked by a buzzard. Can you find out how buzzards have adapted to hunt their prey? You could research how hares and other prey animals have adapted to suit their natural environment, too.</p> <p>Complete a role on the wall activity for Run-Hare and Bite-Hare. On the inside, write down their thoughts and feelings. On the outside, write examples of their actions or words.</p>

WEEK 3 (PAGES 73–101): RUNNING OUT OF TIME

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information. - Summarise ideas drawn from several paragraphs. - Discuss and evaluate how authors use language. <p>Geography</p> <ul style="list-style-type: none"> - Use an atlas to track animal migrations. <p>History</p> <ul style="list-style-type: none"> - Research a site of historical importance. <p>Creative Writing; Writing to Entertain and Inform</p> <ul style="list-style-type: none"> - Write a speech in character as Run-Hare. 	<ul style="list-style-type: none"> • How is the moon described on page 77? What do the animals think is special about this type of moon? • What strange occurrences have the jack-hares noticed (pages 78-79)? What do you think these could be signs of? • On page 83, Run-Hare states that Little-Hare is still alive. Explain how she knows. • Read page 84. How long has Little-Hare been inside the metal box? How do you know? What has been happening to him during this time? • Why does the mouse come to rescue Little-Hare (page 89)? Do you agree with his reasons? How would you describe the mouse in three words? • Little-Hare thinks that the man is trying to kill him (page 90). Do you think the man is good or evil? Explain your answer. • The author uses a list of unfinished sentences on page 91. What effect does this create? • On page 92, who does Little-Hare discover? What impression does the description of her create? Do you think it is an effective description? • On page 95, the waxwing mentions 'omens'. What is an omen? Can you give an example of an omen? • Read to the end of page 101. What do the sheep agree to do in order to help Run-Hare? Do you think their action is enough? 	<p>As the snow melts, different visitors like reed warblers and swifts visit Dandelion Hill. Use an atlas to identify the countries where these birds can be found in summer and winter. Can you track the journeys of any other migratory birds, for example arctic turns or starlings?</p> <p>In this section, the Hares gather at a stone circle. Research a famous archaeological site in your area, for example Stonehenge or the Ring of Brodgar. You could create a poster or presentation about the site and why it is so important.</p> <p>Imagine you are Run-Hare trying find your brother and mooncalf. What would you say to the other animals to encourage them to help? Write a short persuasive speech asking for their help.</p>

WEEK 4 (PAGES 102–137): DISASTER BEFALLS DANDELION HILL

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information. - Discuss and evaluate how authors use language. - Explore the meaning of words in context. <p>PSHE and Citizenship</p> <ul style="list-style-type: none"> - Design an emergency survival kit. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Perform a monologue in character as Bite-Hare. <p>Design Technology and Art</p> <ul style="list-style-type: none"> - Create a piece of artwork inspired by <i>The Great Wave Off Kanagawa</i>. 	<ol style="list-style-type: none"> 1. How does Little-Hare's impression of the man change during pages 102–104? Write three new facts you have learnt about him. 2. The man uses several scientific words to describe Mooncalf's situation (pages 102–105). Can you make a list of them? Use a dictionary to find and write a definition for each term. 3. On page 109, Little-Hare decides to trust the man. Why? Do you think he makes the correct decision? 4. Why do the young animals come to visit Run-Hare? What opinion do they have of their parents? (pages 114–115) 5. Can you identify three causes of the landslide (page 117)? What do you think the humans could have done differently to help prevent it? 6. Underline the description of the mudslide on page 118. Can you identify any powerful verbs? What impression do they create in the reader's mind? 7. How do Run-Hare's feelings towards Bite-Hare change on page 123? Why do you think this is? 8. Why does Run-Hare laugh at Bite-Hare on page 127? How do you think he feels at this moment? Has your impression of Bite-Hare changed since the beginning of the story? 9. On page 133, Little-Hare apologises to his Fath-hare and Moth-hare. Do you think it was his fault that they died? If you could talk to Little-Hare in that moment, what would you say to reassure him? 10. Read to the end of page 137. Do you think there really is a flower named 'hope'? Where do you think Little-Hare might find it? 	<p>Little-Hare's Wild is affected by a landslide. How can humans prepare for a natural disaster? Design a survival kit that could help in an emergency. What useful things could it contain? Could you write a list of five handy tips to accompany it?</p> <p>On page 127, Bite-Hare swims away from Run-Hare after she laughs at him. What do you think he might be saying to himself? In character as Bite-Hare, write a short monologue expressing his thoughts and feelings. Perform it to your class or partner.</p> <p>Look at the artwork <i>The Great Wave Off Kanagawa</i> by Hokusai. Have a go at creating your own 'Great Wave' artwork. You could use paints, pastels or mixed media to create a collage.</p>

WEEK 5 (PAGES 139–176): IN SEARCH OF HOPE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information. - Predict what might happen from details stated and implied. - Discuss and evaluate how authors use language. <p>Music</p> <ul style="list-style-type: none"> - Develop an understanding of how music can be a form of protest. <p>Science</p> <ul style="list-style-type: none"> - Identify, group and classify plants in the local area. <p>Mathematics</p> <ul style="list-style-type: none"> - Create a Venn diagram to analyse characters. 	<ol style="list-style-type: none"> 1. Where does Little-Hare take Mooncalf to keep her safe? Why does he choose this place? 2. Can you spot a simile on page 144? What impression does this give the reader of Dandelion Hill? 3. Read to the end of page 147. What do you think will happen if Little-Hare feels at the moment? Can you explain why? 4. What happens at the end of page 153? How do you think Little-Hare feels at this moment? Can you explain why? 5. Read to the end of page 157. Who reappears at the end of this page? Underline the phrases that describe him. What impression does this create? 6. On page 161, Pretty Pony wants to make a 'placard'. What is a placard? If you could make one for the animals, what would it say? 7. What happens when Little-Hare raps on the farm door (page 164–165)? Why do you think nobody answers? 8. Read the final sentence on page 166. What do you think the author means by this? 9. What does Bite-Hare do on page 169? How do you think he plans to 'show them the error of their ways'? 10. Read pages 170–171. What does Bite-Hare say has happened to him? Do you think he is telling the truth? 	<p>Listen to the song <i>A Hard Rain's A-Gonna Fall</i> by Bob Dylan. What lyrics can you hear? Find a copy of the lyrics to read as you listen. What do you think the song might be about? Can you relate it to any of the themes in this story?</p> <p>Little-Hare finds sorrel, irises and honeysuckle on his quest to find hope. With a trusted adult, explore your local area. Can you use or create a flow chart to identify and classify the plants you find?</p> <p>Create a Venn diagram to compare and contrast the characters of Little-Hare and Run-Hare. In which ways are the characters similar and different? How does this activity help you to understand the characters and their relationship?</p>

WEEK 6 (PAGES 177–214): THE TERRIBLENESS ARRIVES

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information. - Discuss and evaluate how authors use language. - Explore how characters have changes and developed. - Make comparisons within and across books. - Explore themes within a book. - Make predictions about a story sequel. <p>Design Technology and Art</p> <ul style="list-style-type: none"> - Create a class display inspired by 'The Wild Before'. <p>Creative Writing; Writing to Entertain and Inform</p> <ul style="list-style-type: none"> - Write a diary entry in character as Little-Hare 	<ol style="list-style-type: none"> 1. Read pages 177–178. How have Run-Hare's feelings towards Bite-Hare changed? Do you think she is right about him? If you could say something to her at this moment, what would you say? 2. Find five verbs the author uses on page 179 to describe the fight. Why do you think he has chosen these words? 3. Read to the end of page 185. Choose three words to describe the character of Bite-Hare. Explain your choices. How has his character developed during the story? 4. The themes of life and death are present through much of the story. How is Little-Hare guided by these themes on page 187? Do you think there is a message to the reader? 5. On page 191, Little-Hare describes the pull of the moon as more powerful than human magic. What do you think he means by this? Do you agree? 6. Read to the end of page 194. Can you compare the virus to anything that is happening in our world? 7. On page 200, why do humans start arriving at the farm? Why do you think they are doing this? Is it the right thing to do? 8. What does Little-Hare suddenly realise on page 204? How does he feel when he realises this? 9. 'I'm not brave' says Little-Hare on page 214. Do you agree? Would you say that he makes a good hero? Can you think of any other main characters in other stories that are similar to Little-Hare? 10. As a class, discuss what you liked and disliked about the story, anything that confused or puzzled you, and any connections you can make with other stories. 	<p>As a class, discuss what might happen next in the story. Do you think stag will succeed on his quest to find the human and save the Wild? Create a storyboard telling the next part of the story.</p> <p>Create a colourful class display with the title 'The Wild Before'. You could include artwork based around the characters and setting or examples of the plants and animals you might find in your local area.</p> <p>On page 214, Little-Hare leaves the Stag and his wild to return home having completed his quest. Write a diary entry in character as Little-Hare about your visit to Stag and his Wild and what you hope the future will bring.</p>