

BESTSELLING AUTHOR OF *THE LAST BEAR*

HANNAH GOLD



THE LOST
WHALE

THEIR BOND COULD SET THEM FREE . . .

ILLUSTRATED BY LEVI PINFOLD

SCHEME OF WORK

PERFECT FOR: Students aged 9+; a thrilling, magical story about friendship, family, and the ocean; drama and role-play; poetry; exploring sound, volume and pitch, whale sculptures, music and sea-themed soundscapes; joining two brave children as they battle to save a whale and the ocean they love!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing; Writing to Entertain & Inform
Drama, Speaking and Listening
Design Technology & Art

Geography

Music

Science





SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Analyse an author's style of writing and identify different techniques and vocabulary used. - Describe relationships between characters. <p>Poetry</p> <ul style="list-style-type: none"> - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning. - Write an ocean-themed poem in the style of Liz Brownlee. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a Box of Joy and fill it with special memories, drawings, and artwork. 	<ol style="list-style-type: none"> 1. Spend some time exploring the beautiful front cover. What can you see? Can you make any predictions about what might happen? How might a 'bond' set someone free? 2. Read Chapter 1. What can you infer about the relationship between Rio and his grandmother? 3. What does 'rambling' suggest about the house? Can you draw a picture of what you think it looks like? (page 17) 4. Imagine you are Rio in Chapter 2. Make a list of everything you can see, hear, taste, touch, and smell. 5. Look at the illustration on page 31. What do you notice? How does it make you feel? Perhaps you could start by discussing the characters' body language. 6. The author talks about 'white horses' on page 34. What does this refer to? What image does it create in your mind? 7. Mum's 'Box of Joy' has sketches of whales in it. Can you find some photographs of a whale and sketch your own? (page 48) 8. Read to the end of Chapter 6. Who do you think the girl might be? What impression do you get of her? What role might she play in the story? 9. Think about all the different sounds the author has referred to so far. How might they make Rio feel? Calm? Scared? Can you categorise them into positive and negative sounds? 10. What are your first impressions of Rio? Do you like him? Does he remind you of any other story book characters? 	<p>Complete a Role on the Wall activity. Draw an outline of Rio. On the inside of your drawing, write down everything you learn about him in these chapters. On the outside, record any questions you might like to ask him.</p> <p>Spend some time looking at and enjoying <i>Blue Whale</i> by Liz Brownlee, which is a shape poem. Discuss what you like and dislike about it, what it reminds you of, and if anything about the poem puzzles you. You could even perform the poem in groups! Next, look at pictures of whales and create a word bank of descriptive and figurative language associated with these creatures. Now, create your own whale-themed shape poem.</p> <p>Rio is given his mum's 'Box of Joy'. Why not create your own Box of Joy as a way of remembering your school year? You could add to it throughout the term and include photographs, drawings, poems, diaries, special memories and objects. At the end of the year, you could open up your Box of Joy and spend some time thinking about all your happy memories.</p>





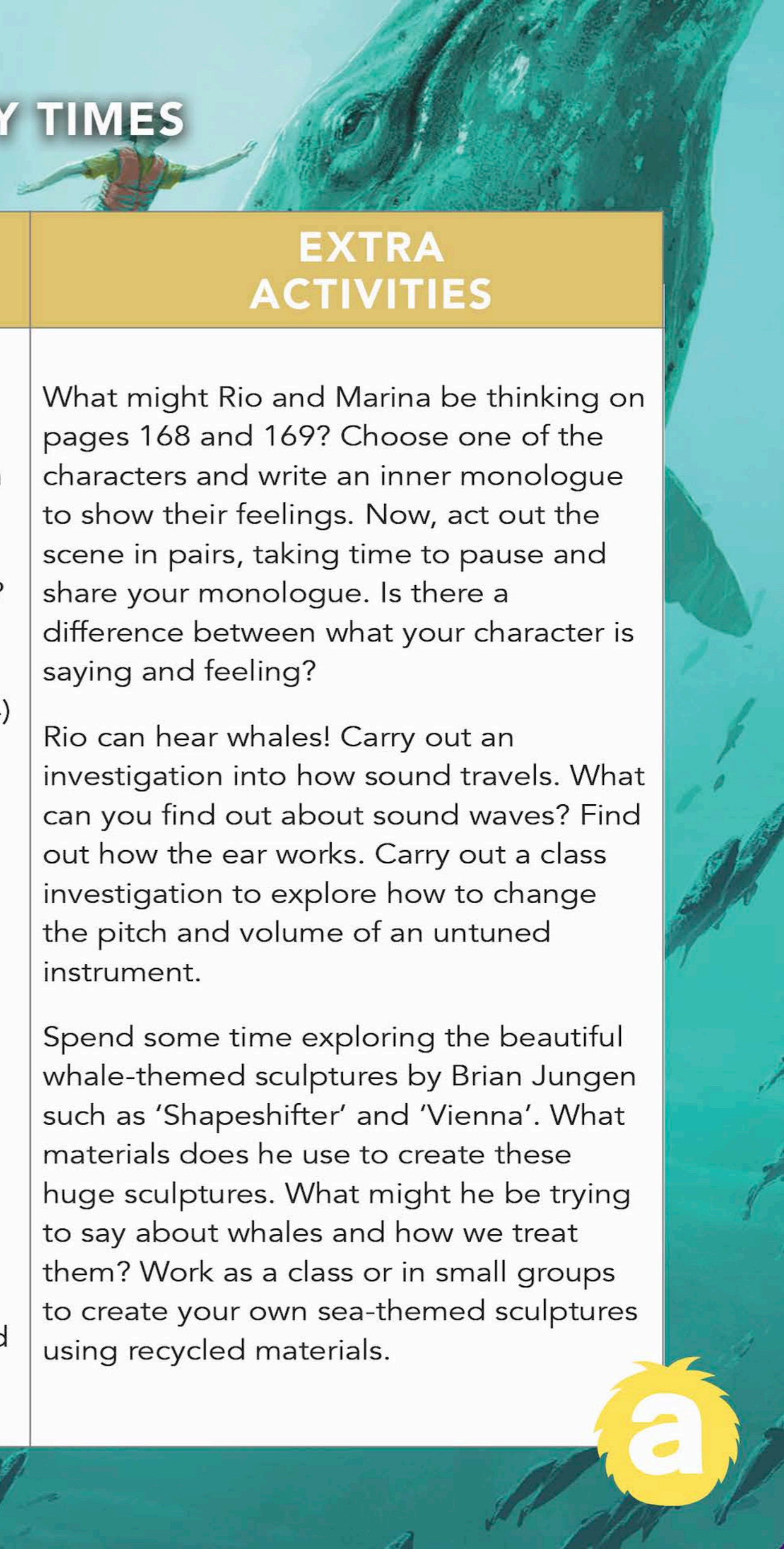
SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Define vocabulary, thinking carefully about its meaning and impact. - Retrieve information. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Conduct research into animal extinction. - Create a report or poem explaining the dangers of climate change. <p>Science</p> <ul style="list-style-type: none"> - Write a report about the grey whale, referring to its habitat and adaptations. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Explore the work of J.M.W Turner and create a piece of art in a similar style. 	<ol style="list-style-type: none"> 1. Write a dictionary definition of these words from Chapter 7: <i>pursed</i>, <i>wary</i>, <i>distinctive</i>. Use them in a sentence of your own. 2. Mum's 'eyes were like saucers'. What does this mean? What might she have been thinking and feeling? (page 63) 3. Why does Rio decide to go whale watching? (page 75) 4. Look at the illustration on page 79. Can you think of some adjectives, similes, and metaphors to describe the tail? 5. Why do people think the grey whale looks like a 'crusty old rock'? What image does this description create in your mind? (page 82) 6. Marina grins 'impishly'. What does this mean? What impression are you getting so far of her? (page 85) 7. Can you use the information in the book to describe how a whale breathes? (page 90) 8. The answer is 'Spyhopper'. What might the question be? (page 97) 9. What is the purpose of the website Happywhale? Did you know this is a real-life website? Why not spend some time exploring it and learning about their mission! (page 108) 10. How is the relationship between Rio and Marina developing and changing as the story progresses? Use evidence from the story to support your ideas. 	<p>Rio learns some interesting facts about whales when he visits the museum on page 65. Write a non-chronological report about grey whales, remembering to use sub-titles, diagrams, and formal language. You could include information about their appearance, migration patterns, habitat, diet and how they have adapted to their environment.</p> <p>Rio learns that whales used to be hunted. What can you find out about this? Perhaps you could conduct some research into the fishing industry, climate change, and global warming? You could write a report on what you've found using sub-titles, formal language and diagrams, or you could use the poem 'Extinct' by Mandy Coe as a template to write about what you've discovered.</p> <p>Spend some time exploring 'Whalers' by J.M.W Turner, thinking about the materials used and composition. Why do you think Turner created this piece of artwork? Use the descriptions in the story and this piece of artwork to paint a scene inspired by a whale hunt and the settings in the book.</p>





SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Use clues from the text to infer information about a character and what they might be thinking and feeling. - Use an Emotions Graph to explore a character's thoughts. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Explore how artists have portrayed the ocean throughout history. <p>Music</p> <ul style="list-style-type: none"> - Use your voice and instruments with control and expression to create an ocean-themed soundscape. 	<ol style="list-style-type: none"> 1. 'Mental health' is a main theme in the story. Do you agree? Can you find examples throughout the story where 'mental health' is a key theme? (page 112) 2. Frans speaks 'gruffly' on page 118. What does this mean? What might she be thinking and feeling? 3. Listen to the poem 'Granny Is' by Valerie Bloom. Can you make any connections with the story so far? 4. How does Chapter 15 develop your understanding of Fran? Is your opinion of her changing at all? 5. Why is the ocean 'dangerous' but also 'in danger'? (page 125) 6. Use the information on page 133 to draw a picture of the 'breath of a whale'. 7. Read page 141 and then listen to a recording of some whale song. Discuss and describe this 'vivid' sound and how it makes you feel. 8. How are the words 'big' and 'vast' similar? How are they different? (page 143) 9. How does the author create a sense of tension in Chapter 18? Is it successful? Are there any words or phrases that are particularly effective? 10. Read to the end of Chapter 19. How does the sighting of White Beak affect Rio, Fran, and Mum? How do they each feel about the whale? 	<p>Create an Emotions Graph to plot Rio's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>the boat trip, seeing the pelicans and dolphins, spotting White Beak, falling into the water...</i></p> <p>There are lots of beautiful descriptions of the ocean in the book. Spend some time exploring how different artists have portrayed the ocean. You could look at <i>The Great Wave</i> by Katsushika Hokusai, <i>Ocean Horizon</i> by Richard Diebenkorn, or <i>La Terrasse de Sainte Adresse</i> by Claude Monet to start. Now paint your own ocean-themed piece of artwork inspired by the book and the paintings you've looked at.</p> <p>Work in small groups to create an ocean-themed soundscape to accompany the descriptions. You could use your voices, body percussion and instruments to create strange, ethereal sounds. You could also use symbols to create a graphic score to represent your composition.</p>





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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information. - Identify evidence from the text to support theories and opinions. - Use clues to make predictions. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does. <p>Science</p> <ul style="list-style-type: none"> - Identify how sounds are made, associating them with something vibrating. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Explore the work of Brian Jungen and create a piece of art in a similar style. 	<ol style="list-style-type: none"> 1. How do you think 'gentleness' comes from the 'inside'? (page 160) 2. Read to the end of page 161. Predict what Rio will say in his email to mum. Perhaps you can have a go at writing it out! 3. What's the most important thing we learn in Chapter 21? 4. Summarise the different reasons that whales are dying. Perhaps you could carry out some more research into this topic to further your understanding of the story? (page 174) 5. What does the phrase 'hoovered up' information mean? What does it suggest about Rio? (page 179) 6. Read to the end of Chapter 24. How are Marina and Rio similar? How are they different? Use a Venn Diagram to compare and contrast them. 7. Rio has treated his grandmother badly. Do you agree with this statement? Why? Why not? (page 189) 8. Compare the illustration on page 191 to the illustration on page 31. Do you notice anything interesting? Perhaps you could add some thought and speech bubbles to the artwork? 9. Read to the end of page 195. What do you predict the bad news will be and why? 10. How does the weather and the ocean reflect Rio's thoughts and feelings in Chapter 27? Perhaps you could look at what 'pathetic fallacy' is and how authors use it, and have a go yourself! 	<p>What might Rio and Marina be thinking on pages 168 and 169? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling?</p> <p>Rio can hear whales! Carry out an investigation into how sound travels. What can you find out about sound waves? Find out how the ear works. Carry out a class investigation to explore how to change the pitch and volume of an untuned instrument.</p> <p>Spend some time exploring the beautiful whale-themed sculptures by Brian Jungen such as 'Shapeshifter' and 'Vienna'. What materials does he use to create these huge sculptures. What might he be trying to say about whales and how we treat them? Work as a class or in small groups to create your own sea-themed sculptures using recycled materials.</p>





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<p>Reading: Comprehension - Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p>Poetry - Interpret and perform a poem. - Write an ocean-themed poem.</p> <p>Drama, Speaking and Listening - Create a Conscience Alley to explore a character's thoughts and feelings, and what motivates them to make a difficult decision.</p> <p>Drama, Speaking and Listening - Understand and empathise with a character's thoughts, feelings and attitudes, and express these through use of role-play.</p>	<ol style="list-style-type: none"> 1. In pairs, role-play the conversation between Rio and Marina on pages 220 and 221, thinking about how you can capture their feelings and personalities. 2. Read to the end of page 223. Using what you already know about Marina, make a prediction about how she will react and what she might say. 3. How did you feel at the end of page 232? Were you surprised? What do you think Birch will do? 4. We don't hear much of the conversation between Fran and Birch on page 241. What might they be saying to each other? Work in pairs to act this scene out! 5. Rio has been seeing his grandmother through 'the prism of his own pain'. What does this mean? How has his opinion of her changed? (page 243) 6. Describe in one word how each character is feeling on page 244 and explain your word choice to a partner. 7. What is Birch's 'ancient maritime tradition' and why does he do it? What does it suggest about Birch? (page 247) 8. The stars are like 'glittering confetti'. What does this mean? What image does this description create in your mind? (page 254) 9. Rio admits that he is scared on page 256. Why is this a big thing for him? What advice might you give him? 10. How has Rio become a 'bigger, bolder version' of himself? How has his adventure changed him? (page 257) 	<p>Explore some ocean-themed poetry. You could read and perform <i>Lord Neptune</i> by Judith Nicholls, <i>Seaview Haiku</i> by John Foster, or <i>Daughter of the Sea</i> by Philip Gross. Do you have a favourite? Perhaps you could compare and contrast two poems using a Venn Diagram? Now, plan and write your own ocean-themed poetry, using these poems and the descriptions in the story as inspiration.</p> <p>As a class, create a Conscience Alley exploring Rio's dilemma on page 218. What should he do about White Beak? Take it in turns to play Rio walking through the alley of voices. How do you feel? Write a paragraph in role, exploring your feelings and decision.</p> <p>In a group of three, re-create the events from Chapter 31. Think about who will play Rio, Marina, and Birch. Perform the scene, each time considering another character's perspective and how you will change your body language. You could even turn this part of the story into a playscript!</p>





SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify and discuss the main themes in the story. - Create character profiles. - Summarise information. - Make comparisons within and across books. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with a character by writing in role. - Emulate a character’s voice and personality. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Explore the work of Levi Pinfold and create a piece of art in a similar style. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 36 in six sentences. Now try and summarise them in three sentences, then one. 2. How can you listen to someone with your heart? What does this mean? (page 266) 3. Summarise all the things Rio can hear on pages 268–270. 4. What is ‘blue steel’ and why is it dangerous? (page 274) 5. ‘There is no difference between any human or animal’. What does this mean? Do you agree? 6. Discuss how the ending made you feel. Were you happy? Emotional? Shocked? Pleased? Try and explain why. 7. How important is the theme of home in the story? What might the author be trying to say about our homes and where we live? 8. How has Rio changed and developed during the story? What important lessons do you think he has learned? 9. Which of these do you think is the most important theme in the story? Think of examples in the story where each of these themes is pivotal: <i>home, family, friendship, ocean, conservation, anger, mental health, responsibility.</i> 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Rio, Fran, Marina, Birch, Mum, White Beak.</i> 	<p>Write a diary entry in role as Rio at the end of the story. How would he reflect on what has happened? What are the most important things he’s learned about the world around him, whales, the ocean, his family, and how we treat others?</p> <p>Spend some time looking at and enjoying the beautiful artwork in the book by Levi Pinfold. Do you have a favourite illustration? Now, choose a special moment from the story. Create a piece of artwork to show the scene in a similar style. You could use charcoal or a variety of pencils to focus your attention on tone, light and shadow.</p> <p>Create a colourful class display, using mixed media, with the title ‘The Lost Whale’ to summarise the story and its main themes. You may wish to write your own animal-themed adventures inspired by the story. You could include stories, artwork, posters, diaries, research notes, and poems in your display.</p>

