

*Olympus has never seen a hero quite like her*

# PEREGRINE QUINN

AND THE  
COSMIC REALM



'An epic adventure!'  
Maz Evans

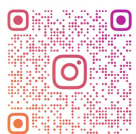
'An electrifying read.'  
A.E. Steadman

ASH BOND

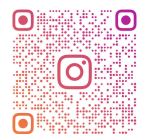
## TEACHING RESOURCE

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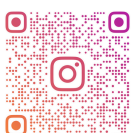
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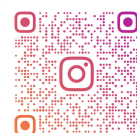
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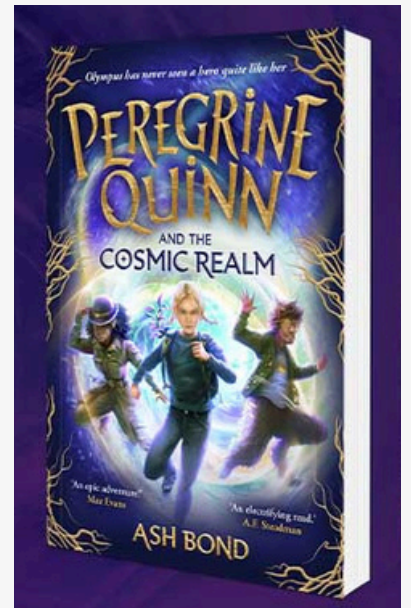
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# PEREGRINE QUINN AND THE COSMIC REALM

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The *Peregrine Quinn* books are a contemporary fantasy series inspired by the world of the Ancient Greeks. Children will find themselves immersed in a world of adventure and self discovery as Peregrine embarks on a mission to locate her missing Godfather, Daedalus Bloom. The book *Peregrine Quinn and the Cosmic Realm*, accompanied by this guide, links in with many aspects of the National Curriculum for KS2 & KS3, particularly English, Maths, History & 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 are numbered by the page that they tie in with and can be found below the chapter breakdown. There's a mix of STEM prompts, art ideas, opportunities for further research and more - all linking in with the National Curriculum.

**Book Long Mythology Project** - Throughout the book there are many links to the world of the Ancient Greeks. Take note of a selection of these as you read and use them for further research. For example you may want to learn more about the myth of Daedalus and Icarus or discover some of the mythological stories associated with Mount Olympus. Some suggestions for ways to record this are a series of illustrated postcards, a card game to compare attributes, or simply in a notebook.

# PEREGRINE QUINN AND THE COSMIC REALM

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## CHAPTER BREAKDOWN

### Chapter 1

- **Word** - spry
- **Discussion Prompt** - The book has begun with an intense scene, which introduces characters breaking into a library. Which parts have helped to build intrigue to continue reading?

### Chapter 2

- **Word** - vigilance
- **Discussion Prompt** - How do you think the different perspective this chapter is told from could help progress the storyline?

### Chapter 3

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

### Chapter 4

- **Word** - calamity
- **Discussion Prompt** - Sibyll is described as having a Vesuvian temper (P27), what do you think this is inferring about her personality?

### Chapter 5

- **Word** - potent
- **Discussion Prompt** - What descriptions in the text infer that Rowan looks up to Daedalus?

### Chapter 6

- **Word** - impertinent
- **Discussion Prompt** - What would your reaction be if a faun walked through the door right now?

### Chapter 7

- **Word** - bulbous
- **Discussion Prompt** - What do you predict the men want with Daedalus?

### Chapter 8

- **Word** - dryad
- **Discussion Prompt** - This chapter follows on from the scene in the previous chapter, where Daedalus gets abducted. What has reading this from Rowan's perspective added to our understanding of the situation?

### Chapter 9

- **Word** - beseech
- **Discussion Prompt** - Do you have any predictions about Bernadette's role in the story?

### Chapter 10

- **Word** - metaphorically
- **Discussion Prompt** - After we have read how Hekate communicates with Hemlock, how do you think she uses her power as Grand Architect?

### Chapter 11

- **Word** - vaporised
- **Discussion Prompt** - What do you think of Rowan's sister's advice, fake it till you make it (P76)?

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### Chapter 12

- **Word** - oblivious
- **Discussion Prompt** - On page 87 Rowan says “the Cosmic Realm is so much better”. Peregrine correctly identifies that this is an opinion presented as a fact. How could the phrase be changed to correctly convey that this is an opinion?

### Chapter 13

- **Word** - amphitheatre
- **Discussion Prompt** - What sections of this chapter infer that Rowan feels more comfortable when she has rules to follow?

### Chapter 14

- **Word** - intangible
- **Discussion Prompt** - What are your first impressions of Nimhue. How do you think the author has approached forming this character?

### Chapter 15

- **Word** - abyss
- **Discussion Prompt** - Who do you predict is trying to get Discord back through the portal?

### Chapter 16

- **Word** - redacted
- **Discussion Prompt** - On page 112 we find the following metaphor “Sibyll let out a sound that was somewhere between a lion’s roar and a walrus mating call” How does this use of figurative language impact upon the reader?

### Chapter 17

- **Word** - array
- **Discussion Prompt** - On page 123, the CosBugs are described as being temperamental, unpredictable and volatile. Would you say that these are synonyms of each other?

### Chapter 18

- **Word** - hallowed
- **Discussion Prompt** - What inferences in the text suggest that Cal is beginning to question the actions of his employer?

### Chapter 19

- **Word** - subterranean
- **Discussion Prompt** - Do you think the way Captain Pine has been portrayed by the media influenced what Rowan told him?

### Chapter 20

- **Word** - evasion
- **Discussion Prompt** - How do you think Peregrine is feeling whilst at the station?

### Chapter 21

- **Word** - archaic
- **Discussion Prompt** - What do you think of the revelation that Hekate was Daedalus’ student?

### Chapter 22

- **Word** - liable
- **Discussion Prompt** - Do you have a favourite character so far? What is it that makes you connect with them?

# PEREGRINE QUINN AND THE COSMIC REALM

## TEACHING RESOURCE



### Chapter 23

- **Word** - unbidden
- **Discussion Prompt** - Do you think that Rowan and Peregrine are going to make it to Alexandria Library?

### Chapter 24

- **Word** - tendrils
- **Discussion Prompt** - On page 175, Rowan says to Peregrine, "you're just a kid. You wouldn't understand!". Do you think age should be a determiner of understanding?

### Chapter 25

- **Word** - rebuked
- **Discussion Prompt** - What information do you think Hekate has that would help Peregrine understand what is going on?

### Chapter 26

- **Word** - retrieval
- **Discussion Prompt** - What choice would you make if you were Rowan?

### Chapter 27

- **Word** - authoritative
- **Discussion Prompt** - What do you think it suggests about Cal that he has agreed to this favour?

### Chapter 28

- **Word** - ricocheting
- **Discussion Prompt** - The translation of *tempus fugit* used on page 194 is 'time flies', what does this understanding contribute to Nim's speech?

### Chapter 29

- **Word** - amorphous
- **Discussion Prompt** - The poetry on the walls is described as graffiti. Where do you think the line between graffiti and art is?

### Chapter 30

- **Word** - plaintive
- **Discussion Prompt** - What do you think the author is trying to infer about Earl and Stan with their reptilian appearances?

### Chapter 31

- **Word** - diplomacy
- **Discussion Prompt** - On page 214, Tyron accuses Zeus of being a "Book-burning charlatan!". What do you think he is implying with this accusation?

### Chapter 32

- **Word** - ominous
- **Discussion Prompt** - How do you think her mum's advice on page 222 helped in this situation?

### Chapter 33

- **Word** - scuppered
- **Discussion Prompt** - On page 224 the following description is given, "Anxiety erupted like fireworks inside Cal's chest." Can you come up with any other examples of figurative language to describe emotions?

# PEREGRINE QUINN AND THE COSMIC REALM

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### Chapter 34

- **Word** - decimated
- **Discussion Prompt** - Describe Rowan's character in 3 words.

### Chapter 35

- **Word** - paltry
- **Discussion Prompt** - Did you predict that there was a link between Bernadette and the portal?

### Chapter 36

- **Word** - void
- **Discussion Prompt** - How do you predict we might see resolution in this story?

### Chapter 37

- **Word** - insignia
- **Discussion Prompt** - Do you think Rowan regrets declining Nim's offer of weapons?

### Chapter 38

- **Word** - detonation
- **Discussion Prompt** - What do you think motivates Hekate?

### Chapter 39

- **Word** - authority
- **Discussion Prompt** - The Admiral assumed Cal had help and couldn't have accessed the thunderbolt control panel remotely. What does this chapter show us about the assumptions of people who don't hold positions of power?

### Chapter 40

- **Word** - unceremoniously
- **Discussion Prompt** - How do you think that rain got into the basement?

### Chapter 41

- **Word** - propagation
- **Discussion Prompt** - How do you think Peregrine felt when she realised she needed to use Bernadette to stop the portal?

### Chapter 42

- **Word** - meekly
- **Discussion Prompt** - Can you summarise Cal's character in a sentence?

### Chapter 43

- **Word** - oath
- **Discussion Prompt** - There are inferences that Daedalus blames himself for Hekate's actions, how does this detract from Hekate's own personal responsibility?

### Chapter 44

- **Word** - vortex
- **Discussion Prompt** - If you were to recommend this book to a friend, what would you say?

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## TEACHING RESOURCE



## WIDER CURRICULUM ACTIVITY IDEAS

### Page 22 - STEM Challenge



Plant Growth Experiment - Linking with the discussion of the needs of Bernadette's plant requirements, conduct an experiment with a bean seed, recording your findings as you go. You will plant 3 seeds in the same sized pots to ensure controlled conditions. Seed One is placed in a sunny spot and watered, this is our control. Seed Two is placed in the dark but given the same water as the control. Seed Three is placed with the control in the sunny spot and deprived of water.

For KS3 this can link in with learning on specialised plant cells, particularly of the root hair cells in water/mineral absorption and palisade cells in photosynthesis.

### Page 81 - STEM Challenge



What would the Alexandria Library look like when it was first built? Using historical references, build a model of what you think it might have looked like.

### Page 52 - History Challenge



Research the Library of Alexandria, focusing on its origins, purpose, estimated number of scrolls, and the circumstances surrounding its destruction.

### Page 105 - Writing Challenge



Create a comic strip of the story of Discord that Nimhue tells, outlining the major points in the storyline.

### Page 119 - Writing Challenge



Create an advertising leaflet for one of the sites on the UUG map. You will need to consider your audience and may wish to conduct further research to include more information on the location.

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### Page 154 - Art Challenge

Zeus and Hades statues were found in the station. Could you design a statue for another Greek god?



### Page 191 - Geography Challenge

Design an underground map for your local area. Consider the best routes and locations that may want to be linked.

- For KS3 this could be extended to link in with aerial photographs and GIS, to better consider the needs of the human population as well as how to accommodate changes over time.



### Page 222 - STEM Challenge

Design a prosthetic wing for the GrumBug. Consider the properties of the materials you are using, particularly in relation to their mass and strength in flight.



### Page 260 - Writing Challenge

Write a short diary entry from the perspective of Bernadette, detailing her recent experiences.



### Page 299 - Maths Challenge

Create a geometric gate design as described in the story onto squared paper. Within the design include the following shapes;

- A square with 4.5cm length sides
- A triangle with a 90° angle.
- A shape that has been reflected to show a mirror image of the original



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## 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

- Reading Comprehension - recommending books, comparisons within & between books, meaning of words in context, drawing inferences, predictions, figurative language, challenging views courteously through discussion, familiarity of myths & legends.
- Writing - identifying the audience, writing for a wide range of purposes, character development.
- Spoken Language - evaluate different viewpoints, maintain attention and participate, articulate and justify answers.

### • Maths

- Geometry - classify 2D shapes, draw given angles.

### • Science

- Working scientifically, specialised plant cells, what plants need to grow.

### • History

- Study of Ancient Greek Life.

### • Geography

- Changes to human geographical features over time, interpreting aerial photographs & GIS. Land use relating to human geography.