

ALICE ROBERTS

WOLF ROAD

Illustrated by Keith Robinson

SCHEME OF WORK

PERFECT FOR:

Students aged 9+; a thrilling historical adventure set in the Stone Age; sketching wolf faces; creating cave paintings; designing and weaving mats; researching extinct animals; map making; compiling a foraged menu and botany drawings; exploring themes of honesty, trust and friendship.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Drama, Speaking and Listening

Design Technology & Art

Music

Science

Geography

History

Food Technology

PSHE & Citizenship

Computing

Artwork © Keith Robinson 2023. Published by Simon & Schuster. Used with permission.



SIMON &
SCHUSTER



WEEK 1 (PAGES 1–58): A WINTER ADVENTURE

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|---|--|--|
| <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>Design Technology</p> <ul style="list-style-type: none">- Select the correct materials for a project- Use textiles to create a design <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none">- Write a safety leaflet/poster | <ol style="list-style-type: none">1. From 'The Swans', can you predict which character you will like most? How about least? Does it give us enough information to do this? (Pages 9–10)2. What sort of clothes will Tuuli have to wear? How do you know this? (Page 12)3. Why do the tribe have different camps? What do you think would happen if they don't move around? Explain your reasoning to your partner. (Page 15)4. Which character do you immediately feel drawn to? Do you think you are similar or different to them? Do you think that affects how much you like a character? (Page 25)5. What synonyms can you think of for 'guffawed'? (Page 27)6. Do you believe humans are 'set apart from nature in a special way'? Discuss this with your partner and develop reasons for and against this statement. (Page 31)7. Do you think Tuuli is reliable? What evidence is there to show she is/isn't? (Page 40)8. How does the chapter title 'Cracks Appear' create tension before we start reading the chapter? (Page 41)9. Why do you think, despite the danger, that there are people who are choosing to cross the river? (Page 56)10. What sort of animals do you think Tuuli will hunt? Do you think she has much experience hunting? Pick out evidence to show this. (Page 58) | <p>Tuuli and The Swans have to wear warm clothes to protect them from the winter weather. Can you design a piece of clothing she might wear and label the diagram with what materials it may be made from? What will the function of the clothing be? Next, select textiles to create your own prototype (a smaller scale version) of the clothing, using sewing techniques. (Page 15)</p> <p>Tuuli and the Swans discuss crossing the river and how unsafe it is. As a class, discuss water safety - what rules do you think are important to follow? Why? Create a water safety leaflet or poster that informs children about how to keep themselves safe. Think about how to make it easy to read, as well as eye-catching. (Page 56)</p> |



WEEK 2 (PAGES 59–102): THE LONE WOLVES

| 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 - Use clues from the text to infer how a character is feeling <p>Science</p> <ul style="list-style-type: none"> - Understand living things and their habitats <p>Art</p> <ul style="list-style-type: none"> - Use mark-making to create texture in sketches and drawings <p>Creative Writing</p> <ul style="list-style-type: none"> - Recognise idioms and their meaning | <ol style="list-style-type: none"> 1. Do you think Tuuli made the right decision saving the wolf pup? Would you have done the same if you were in her position? (Page 63) 2. When Tuuli says, "You're mine, you are," to the wolf pup, do you agree with her? Explain your reasons. (Page 67) 3. Why are some of the tribe tentative about Tuuli bringing a wolf into the camp? (Page 72) 4. Why is Maatu sad? Do you think Skire will return to him? Explain why you think she will/won't. (Page 77) 5. Why do you think it has such a big impact when tribe members leave? (Page 86) 6. Is owning a wolf the same as owning a dog? As a class, have a debate – one side is 'for' and the other 'against'. 7. Why is seeing another human such a threat? Explain your reasons. (Page 100) 8. What does the phrase 'lone wolf' mean? Where does it originate from? (Page 100) 9. How do we know the group are getting closer to spring camp? (Page 102) 10. Why is the 'lone wolf' just watching the tribe? Do you think he is going to be friend or foe? Does your partner agree with you? | <p>In the book, animals are mentioned that we no longer have today. Research a ptarmigan, capercaillie and chamois, and then choose the one you find most interesting to create a fact file about. What information might someone want to know about the creature? (Page 59)</p> <p>Tuuli finds a wolf pup who she names Lupa. Using a sketching pencil, create a drawing of a wolf's face. First, practise mark making – how can you use pencil marks to create the texture of fur? What about a nose? Eyes? Use a Google image for a reference image. Then, on an A4 piece of paper, create an image of Lupa using mark making and shading to add texture and depth to your drawing. (Page 72)</p> <p>A 'lone wolf' is an idiom – something you can't understand from the words alone. As a class, create a spider diagram of any other idioms you know. Then, split an A4 page into four, and research four new idioms. Write an explanation and create an image for each one to show its meaning, before presenting it to the class.</p> |



WEEK 3 (PAGES 103–172): THE RIVER'S PULL

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|---|--|--|
| <p>Reading: Comprehension</p> <ul style="list-style-type: none">- Summarise information- Identify evidence from the text to support theories and opinions- Use clues to make predictions <p>Geography</p> <ul style="list-style-type: none">- Use symbols and a key to create a map <p>Design Technology and Art</p> <ul style="list-style-type: none">- Follow instructions to weave- Use colour to contrast or complement | <ol style="list-style-type: none">1. Tuuli has a choice to go after Lupa, or catch up with the group. Which decision would you make? As a class, can you come to a majority decision? (Page 106)2. Look at the words, 'Because he was right there' on page 110. Who is 'he'? Write down five words to describe how Tuuli is feeling when she sees him looking at her.3. If Andar and Tuuli don't speak the same language, how can they communicate? With a partner, try to communicate without words. Is it easy or difficult? (Page 119)4. Why did Andar help Tuuli and then leave? Why did he not want to see her talo with her? (Page 123)5. Why is Wren so angry that the three tribe members have left to join the Fulmars? Find evidence to give reasoning to your argument. (Page 132)6. On page 137, what gives us an indication that Tuuli may be feeling guilty about Poz's death?7. What do you think is snuffling outside the tipi? (Page 149)8. Why is Tuuli so keen to tell someone about the boy she met? What do you think she wants someone to say? (Page 154)9. Who is more cautious – Wren or Tuuli? How do you know this? (Page 171)10. Why did Wren not believe the boy was real until she saw him? Will she trust him? (Page 172) | <p>When Tuuli can't walk, she does some mat and basket weaving for the tipi. Today we're going to use this for inspiration and weave our own mats! First, choose your colours. Do you want them to contrast or complement? What colours would Tuuli have been using, and why? Next, weave your own small mat using two different pieces of material – use this tutorial to help you: https://www.youtube.com/watch?v=eX_E4qiecVE&feature=youtu.be</p> <p>Using evidence from the text, create a map of the landscape of Tuuli's journey. First, plot out where Tuuli been on her journey. What different physical geographical locations will you need to show? Think about creating some symbols to display them on the map. Then, use a key to show what the symbols represent.</p> |

WEEK 4 (PAGES 173–216): PAINT A PICTURE

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|--|---|---|
| <p>Reading: Comprehension</p> <ul style="list-style-type: none">- Identify evidence from the text to support theories and opinions- Freeze frame scenes to show an understanding of the character's feelings- Summarise character traits <p>Music</p> <ul style="list-style-type: none">- Use tempo and synchronisation to compose a piece of music <p>Art</p> <ul style="list-style-type: none">- Create a piece of artwork inspired by cave paintings <p>History</p> <ul style="list-style-type: none">- Interpret Stone Age art to begin to understand what life may have been like | <ol style="list-style-type: none">1. Why is Lupa afraid of Andar? Do you think Tuuli should be more wary? Explain your reasoning to a partner. (Page 173)2. Do you think Andar and Tuuli are friends? What do you think makes someone a friend? (Page 175)3. Lupa also doesn't want to go into the tunnel. Do you think her animal instincts should be listened to? (Page 180)4. Why are the girls surprised by what they saw when they went deeper into the cave? How do we know they haven't seen anything like this before? (Page 182)5. Why does Andar not want to go back with the girls? What have we learnt about his character so far? Write a character description showing what you know. (Page 189)6. Do you think it would be difficult to live in the tribe? In a small group, complete a freeze frame showing how different characters might feel. (Page 195)7. What happens at a spirit flight? (Page 203)8. Do you agree that Tuuli needs to put Lupa back in the wild now? Does your partner agree with you? (Page 206)9. What did Aski learn on her spirit wander? (Page 210)10. Why does Tuuli want to go hunting again? (Page 215) | <p>Cave paintings are a way to learn about a time in history where there was no writing. Research Lascaux, Cueva de las Manos and Chauvet cave paintings on the internet. What can you learn about the tribes? (Page 187)</p> <p>Create a class cave painting based on the one Andar shows the girls in the story. This is similar to the Cueva de las Manos painting. Layer your hands together – one by one – by pairing them, and place them on a large piece of paper to make one image using natural coloured paints, which will then go on display! (Page 187)</p> <p>In a small group, create a drum beat for Aski's spirit flight (page 203). It should be synchronised and change tempo throughout the piece.</p> |

WEEK 5 (PAGES 217–260): CAN YOU KEEP A SECRET?

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|---|--|--|
| <p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Use clues to make predictions - Identify evidence from the text to support theories and opinions - Summarise information in a paragraph <p>Science</p> <ul style="list-style-type: none"> - Look at plants and understand where they grow <p>Food Technology</p> <ul style="list-style-type: none"> - Create a healthy meal using foods you can forage locally <p>PSHE and Citizenship</p> <ul style="list-style-type: none"> - Explain why trust and honesty are important within society | <ol style="list-style-type: none"> 1. Why do you think all the tribes want to leave? (Page 219) 2. Why is Wren nervous to go back to the cave? (Page 221) 3. Why is Andar still on his own? What do you think happened to his tribe? Can you write a diary entry from his point of view? (Page 222) 4. Why does being downwind mean that the fauns haven't noticed the humans? How does this help animals survive? (Page 226) 5. Do you think the girls will see Andar again after they leave the camp? What importance has he had to the plot so far? (Page 230) 6. Why do you think it's a worry to Remi that the summer might be short? What impact will it have on the tribe's life? Write a paragraph to explain three reasons it might affect their lives. (Page 239) 7. Do you think the weather has a greater impact in the past than it does to us today? Find evidence to back up your reasoning from the text. (Page 241) 8. Why has Tuuli chosen to tell Remi about the boy? (Page 249) 9. Why did Remi not give much of a reaction to news of the boy – the 'lone wolf'? (Page 251) 10. Knowing what you do now, do you believe Tuuli should see Andar again? Give reasons for your answer. | <p>Foraging means you find food and herbs in the wilderness around where you are. What different things can we forage for in England? Think about what can grow naturally – not what is farmed! Then, create a 'foraged menu' which uses the foods you have discovered. (Page 220)</p> <p>Using pictures and real life samples, create a botany drawing of one of the plants you can forage – maybe some elderflower, or blackberry brambles. How can you make it realistic? Why would it need to be realistic if someone was using it as a reference to forage? (page 220)</p> <p>Create a 'conscience alley' for Tuuli. Split into two lines, facing each other. One side are telling Tuuli why it was okay to keep Andar a secret, and the other is telling her why it was not. Take it in turns to be 'Tuuli' and walk through the middle of the alley. When you get to the end, decide which is 'right' and which is 'wrong'. (Page 251)</p> |

WEEK 6 (PAGES 261–319): WE ARE THE CHAMPIONS!

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|---|---|---|
| <p>Reading: Comprehension - Identify and discuss the main themes in the story - Summarise information</p> <p>Design Technology - Design a tool, thinking about how it can be used and the materials it is made from</p> <p>Writing to Entertain and Inform - Summarise information in a book review</p> <p>Computing - Create a vlog using editing tools (such as iMovie)</p> | <ol style="list-style-type: none">1. Who do you think has said, 'Hey friend,' at the end of 'A Peace Offering'? What impact do you think that will have on the camp? (Page 262)2. Why do none of the tribe know if Andar is going to stay or not? (Page 279)3. Why did the tribe not need tents or shelters to sleep? (Page 285)4. Which camp do you think you would most enjoy? Create an illustration of the camp that explains your reasons. (Page 288)5. On page 291, Andar has to cover up his differences. Do you think he should be expected to do this? Can you think of a time in your life when you have had to do this, or seen it asked of someone else? (Page 291)6. What lessons do you think we can learn about acceptance of others? Can we apply them to society today, or are they only relevant in the past? (Page 291)7. Why would Aski want to talk to Tuuli whilst on a walk? Do you think she has good news, or is it something less happy she wants to talk about? Role play what you think the conversation might be. (Page 301)8. Why are we left feeling so much tension at the end of the chapter 'The Tension'? (Page 309)9. Leon killed Andar. Do you think Tuuli should do anything about it when she feels angry? (Page 321)10. Why do you think the book was called 'Wolf Road'? Use evidence to explain your answer. | <p>Through the story we hear how the tribe follow the river, cross it, and interact with it. But where does a river flow to? Create a diagram of the water cycle, showing your understanding of where a river source begins, and where it ends. Is there a UK river you could discover the source of? How long is the river? You might even locate it on a map!</p> <p>On page 297, the children discuss the idea of putting a handle on an axe. Can you design another invention that can be used by the tribe to make their lives easier? It must be made of natural resources – things that they can find in the wilderness – and be suitable for the time when there was no electricity or motors!</p> <p>Write a review of the book, summarising the main plot points and highlighting things you enjoyed, your favourite characters or chapters, the main themes and who the author is. You might even want to review the book as a vlog (video blog).</p> |

