



***BETWEEN SEA AND SKY* RESOURCES**

In a near future where a series of environmental disasters has left much of the country underwater, Pearl lives on a floating oyster farm with her father and younger sister, Clover. Following her mum's death several years earlier, Pearl refuses to set foot on land, believing her illness was caused by the poisons in the ground. Meanwhile, Clover dreams of school, friends and a normal life.

Then Nat comes to spend the summer at the sea farm while his scientist mum conducts some experiments. Leaving behind the mainland, with its strict rules and regulations, he brings with him a secret. But when the sisters promise to keep his secret safe, little do they realize that they may be risking everything...

A thrilling and thought-provoking ecological adventure from the author of the highly acclaimed *WHERE THE WORLD TURNS WILD*. Perfect for fans of *THE EXPLORER*, *THE LAST WILD* and *WHERE THE RIVER RUNS GOLD*.





FRONT COVER

Art by Kate Forrester
Design by Pip Johnson

COMPREHENSION QUESTIONS

Ask children the following when looking at the front cover:

- Based on the cover, what do you think the book will be about?
- What things can you see on the front cover?
- Why do you think the book has the title *Between Sea and Sky*?
- Where do you think it will be set?
- What kind of story will it be? What genre do you think it belongs to?
- Who might enjoy it? Based on the cover, who might you recommend it to? Why?

Now read the blurb on the inside front cover:

- Does the blurb confirm your thoughts, or has it changed your mind? Why?
- Were any of your predictions correct?

WRITING OPPORTUNITIES

Complete an **Observe, Infer, Wonder** grid to encourage book talk:

Observe: What can children see? Children could write their own sentences using 'I see...' to focus on descriptions.

Infer: Can children make connections to the cover using their own reasoning? Children could start their sentences with 'I think ...' using 'because ...' to explain.

Wonder: What questions do children have, based on the front cover? They could start their sentences with 'I wonder who/what/where/when/why/how...' etc to generate their own questions.

CROSS-CURRICULAR ACTIVITIES

ART: After reading the book, use what you now know to draw alternative covers for the book.





ONE Nat Pages 1-10

COMPREHENSION QUESTIONS

- Where do Nat, Tally and Lucas live?
- What are they doing with the flags?
- What does it mean for something to ‘corrode’?
- Explain the system of civil disobedience points.
- How old do you think Nat is? Why do you think this?
- Why did most people go inland during the floods?
- Who was Billy Crier? How might knowledge of his death play an important part in this story?

WRITING OPPORTUNITIES

Write a prediction paragraph detailing what you think will happen next to Nat at the windmill.

CROSS-CURRICULAR ACTIVITIES

ART: Based on the initial description in this part of the book, draw or paint a picture of what you think Billy Crier’s windmill looks like.

PE: Play Capture the Flag.





TWO

Nat

Pages 11-15

COMPREHENSION QUESTIONS

- Why does Lucas hate flag days?
- How does Tally react when she hears that there are names inside the windmill?
- What does 'scarpered' mean?
- For what reason do the man and woman think they saw movement in the windmill?
- Predict why you think the man and woman were collecting the maggot-like creatures.
- What do we learn about the Hunger Years during this chapter?
- What impression do you get of Nat so far?

WRITING OPPORTUNITIES

Write a diary entry from Lucas' perspective detailing the events of this chapter, including hating flag days and running away with Tally after hearing people approaching the windmill.

CROSS-CURRICULAR ACTIVITIES

GEOGRAPHY: Understand more about windmills, and their role in contributing to energy and power.

OUTDOOR LEARNING: Complete an environment walk in your school's local area. Can you spot any nearby windmills or any renewable energy sources?





THREE

Pearl

Pages 16-22

COMPREHENSION QUESTIONS

- Which other characters are we introduced to in this chapter? What do we learn about them?
- What is 'mudlarking'?
- How do Pearl and Clover differ in their opinions about wishing?
- Who is Grey?
- What pet name does Dad call Clover?
- What is a 'ledger'? Look back at the '16th July' entry at the start of the chapter to help you to work this out.
- Put yourself in Pearl's shoes: would you continue to paint the cabin or choose to dive into the sea instead? Why?

WRITING OPPORTUNITIES

- Summarize the relationship between Pearl and Clover in three words, and then explain your choice of words.
- Write an article looking at how the way Pearl and Clover live their lives benefits the environment.

CROSS-CURRICULAR ACTIVITIES

SCIENCE: Learn about marine life and aquatic mammals, particularly cetaceans. Discover more about their key characteristics including their fully aquatic lifestyle, streamlined body shape, often large size and exclusively carnivorous diet.

COMPUTING: Create a presentation to show your research about cetaceans.





FOUR

Pearl

Pages 23-31

COMPREHENSION QUESTIONS

- Which different swimming strokes do the girls do?
- What names have Pearl and Clover given to the porpoises?
- How do they know that the nets are ready for harvest?
- On page 24, Clover pulls a ‘funny forgive-me face’. What does this look like? Can you act this out with a partner?
- From the information in this chapter, what had happened to Mum?
- List the ways that Clover has changed according to Pearl.
- What do you think Pearl means when she describes Clover as a ‘secret’?

WRITING OPPORTUNITIES

Write a character profile for Clover including all the information that you know about her already and anything you can infer so far.

CROSS-CURRICULAR ACTIVITIES

MISC: In this chapter, Clover wants to go to school instead of being homeschooled by Dad. Find out about how many children are homeschooled in the UK, and some of the advantages and disadvantages of this educational approach.





FIVE

Nat

Pages 32-42

COMPREHENSION QUESTIONS

- What is the name of the compound librarian?
- Why does Tally think Mr Rose has put the computers at the back of the compound?
- Summarize what the local library is like in three words.
- What does the word 'leniency' mean on page 34?
- What are the four separate life stages of metamorphosis?
- Why does Mr Rose call Tally by her full name, Tallulah? What does this show?
- How do you think Nat feels about Lucas at the end of this chapter? Use evidence from the text to explain your thinking.

WRITING OPPORTUNITIES

Create a ghost story of your own. It could include a sea witch or characters of your choice. Think about how you can make it as sinister and as scary as possible.

CROSS-CURRICULAR ACTIVITIES

SCIENCE: Tally talks about the process of metamorphosis when an egg turns into a larvae then into a caterpillar and a chrysalis, and finally into a butterfly. Learn more about this scientific process and life cycles.

SCIENCE: This chapter also mentions lots of butterflies. Research the many different species & their characteristics. Conduct a butterfly spot in your school grounds.





SIX

Pearl

Pages 43-48

COMPREHENSION QUESTIONS

- How does the author show that Dad is feeling nervous about something at the start of this chapter?
- Why is Pearl anxious about the guests coming to stay?
- What is Pearl and Clover's mum's name? Why is this the first time we have heard her name in the story?
- Why does Pearl call the compound boy and his mum 'Landlubbers'?
- Clover says 'I think it will be good for us' haughtily. What does haughtily mean? Can you mimic this with a partner?
- Find and copy words or phrases that show the change in character in Clover when she hears about guests.
- What impression do you get of Dad from this chapter?

WRITING OPPORTUNITIES

- Imagine you are Pearl. Write down five questions that you would like to ask about the compound child and his mother coming to stay.
- Retell this chapter from Dad's perspective – consider all the emotions he experiences, particularly towards Pearl.

CROSS-CURRICULAR ACTIVITIES

PSHE: Create an emotion graph of Pearl's feelings. What vocabulary would you use to describe the emotions she feels?

GEOGRAPHY/PSHE: Dad says that 'the sea doesn't belong to anyone'. Is this correct? Debate the issue of who owns the world's oceans and find out more about the contentiousness between countries about this issue.





SEVEN

Pearl

Pages 49-57

COMPREHENSION QUESTIONS

- Which literary technique is used when the seagulls ‘answer in a cacophony of screams’ on page 49?
- Explain what the term ‘blackmailing’ means.
- What advice does Clover give to Pearl about the offerings for the wishing?
- How does Clover know that Dad is not happy?
- What do the words in the offering that Pearl says remind you of? (A prayer)
- Define the word ‘opaline’. Use a dictionary to help you.
- How would you describe the mood at the end of this chapter? Based on the story so far, which of the sisters would you say is the more temperamental? Why?

WRITING OPPORTUNITIES

- Write one of the letters that Dad would have received from the District Controller, Ezra Heart, telling him about the visitors coming.
- Write your own version of an offering to the sea starting with the phrases ‘Mother Sea, Sister of the Moon...’

CROSS-CURRICULAR ACTIVITIES

RELIGIOUS EDUCATION: Learn more about the role that offerings play in the worship of different religions, faiths and beliefs around the world.





EIGHT

Nat

Pages 58-64

COMPREHENSION QUESTIONS

- How do we know that Nat is reluctant to go to sea with his mother?
- List at least two ways why Nat describes summertime as the ‘best time of the year’.
- Why do you think the people laugh at Pearl behind her back and blame her and her dad for the storms?
- Summarize in one word how Nat’s mum feels about being picked by Ezra Heart to go to sea.
- How does Nat’s mum try to win him over?
- Do you think Nat will go with his mother?
- Predict how you think Nat and Pearl may meet later on in the story and what will happen between them.

WRITING OPPORTUNITIES

This book is set in a dystopian future. Write a report about the effects of climate change on our world, from its causes to its impacts including extreme weather like droughts, severe storms and increased flooding, a reduction in glaciers and ice cover, desertification and a loss of wildlife and habitats leading to species extinction.

CROSS-CURRICULAR ACTIVITIES

SCIENCE: Learn more about the science behind climate change, and how the Earth’s global temperature is warming, meaning that weather patterns and ecosystems are changing more quickly than animal species and human communities can adapt.

COMPUTING: Children may want to write their report about climate change using word processing or presentation software.





NINE

Pearl

Pages 65-69

COMPREHENSION QUESTIONS

- What are the first things that Pearl notices about the compound boy and his mother?
- What might be the significance of the small box that the boy grips with both hands?
- Why does the author choose to include the detail about Clover's opinion about the prisoners not deserving a smooth journey?
- What is Nat's mother called? What is Pearl and Clover's dad's name?
- Why is Atticus wearing a shirt? What does this infer about the situation?
- How do Pearl, Clover and Dad react to Sora and Nat?

WRITING OPPORTUNITIES

Write a diary entry from the perspective of Sora or Nat, detailing the events of the day including their journey across the sea and meeting Pearl, Clover and Atticus.

CROSS-CURRICULAR ACTIVITIES

MISC: In this chapter, there is a lot of discussion about character's names and their meanings. Research the origins of your name to see if you are named after anything like Sora and Clover.



TEN Nat Pages 70-76

COMPREHENSION QUESTIONS

- Why is the word 'ramshackle' effective in describing the condition of the boats?
- How does the author depict that the boat is very small?
- With which phrases does the author also use humour to deflect this?
- What type of punctuation is used repeatedly in this chapter to create suspense? (*Ellipses*)
- Why hasn't Nat's mum told him about the two girls?
- What do you think Clover means when she says 'everything' on page 74?
- What is the cause for the quarrel that ends this chapter?

WRITING OPPORTUNITIES

Write a continuation of this chapter describing the next part of the story and predicting what Pearl and Nat will do next, and if they'll learn to get along with each other.

CROSS-CURRICULAR ACTIVITIES

DRAMA: Work in small groups to act out the exchanges between Pearl, Clover, Atticus, Nat and Sora during this chapter. Think about body language, expression and tone to convey emotion.



ELEVEN

Pearl

Pages 77-83

COMPREHENSION QUESTIONS

- Why does Pearl refuse to do what her dad asks of her at the beginning of this chapter?
- Why does Pearl react so strongly when Clover talks about butter?
- Which new characters are we introduced to in this chapter? What do we learn about them?
- Who is Olive? Predict how she might play a bigger role later on in the story.
- Why does Clover think that Pearl making friends with Olive is most unusual?
- What is the scientific term given to the study of insects?
- Pearl thinks Nat shakes his head too quickly at the end of this chapter. What connections do you think she makes between him and the solar fields here?

WRITING OPPORTUNITIES

Turn this scene into a playscript, thinking about stage directions to capture the actions and expressions of the characters.

CROSS-CURRICULAR ACTIVITIES

SCIENCE: Learn more about how to identify the different types of shells there are such as spiral and flat shells.

ART: Bring a range of seashells into the classroom and use them to make observational drawings. Think about how to use line, tone and texture within them. Display them in a gallery around the classroom.





TWELVE

Nat

Pages 84-96

COMPREHENSION QUESTIONS

- What are some of the things that the girls get up to in the part of the hut known as the ‘cabin’?
- What does the author show about Nat when he says he’s never heard of the word porpoise?
- Explain what a ‘buoy’ is.
- Why does Nat prefer Clover to Pearl? Which sister do you prefer and why?
- What is the name of the process that cleans saltwater to make it safe to drink?
- What does it mean when Clover says that the greenhouse was her mother’s ‘dominion’?
- What does Nat realize about the greenhouse during this chapter? What else is now making sense?

WRITING OPPORTUNITIES

Using a Venn diagram, compare and contrast the ways of life that Nat is experiencing at sea compared to the land. Are there any similarities?

CROSS-CURRICULAR ACTIVITIES

ART: In this chapter, the concept of colour is mentioned. Discuss the meanings and associations of different colours and how they contribute to our world around us.





THIRTEEN

Pearl

Pages 97-107

COMPREHENSION QUESTIONS

- Which herbs did their mother plant in the greenhouse?
- What memories do the dandelions cause for Pearl?
- Why is Pearl annoyed when Clover says that ‘no one ever told me a secret before’? How does she show it?
- How does Pearl know that the caterpillars are inside the box?
- What is a pollinator?
- What does the adverb ‘beguilingly’ mean on page 105? Use a thesaurus to find synonyms for beguilingly to widen your vocabulary. Are they as effective as ‘beguilingly’?
- Why does Pearl’s feelings towards the chrysalises change at the end of the chapter?

WRITING OPPORTUNITIES

Write a discussion about whether Nat made the right decision to take the caterpillars from the solar fields and with him to the oyster farm.

CROSS-CURRICULAR ACTIVITIES

SCIENCE: Understand more about what pollination is as an introduction to plants and reproduction. Write a non-fiction report on plant reproduction or the process of pollination.

PSHE: Nat says that ‘some rules are made for breaking’. Do you agree with this? Debate this topic. Write your points for or against the motion.





FOURTEEN

Pearl

Pages 108-112

COMPREHENSION QUESTIONS

- Pearl says ‘Couldn’t one of your ‘mates’ have taken them?’ abrasively. What does ‘abrasively’ mean?
- Why does Pearl feel sorry for Nat?
- What happened to Tally’s brother, Barnaby?
- Who are the Communal Families?
- How do Pearl and Clover behave towards Nat in this chapter? Do you think they could become friends with him?
- What impression do you get of Nat in this chapter?
- Predict the impact of helping Nat to hide his butterflies will have on the story in the future.

WRITING OPPORTUNITIES

Summarize the relationship between Nat, Pearl and Clover in this chapter in three words. Then, explain your reasons for choosing these three words.

CROSS-CURRICULAR ACTIVITIES

ART: Look at and discuss paintings and artwork of the flowering cherry trees (which the Japanese call sakura). Using watercolours, collage or another medium of your choice, create your own paintings of the cherry blossom.



FIFTEEN

Pearl

Pages 113-126

COMPREHENSION QUESTIONS

- How does the author make it known that Sora is not that keen on eating seafood from what she says?
- How is tension created between Pearl, Clover and Dad in this chapter?
- Explain how Pearl feels when she realizes that Dad has told Sora about her sea ledger.
- Why is Sora so interested in seeing Pearl's sea ledger?
- Who is Aurora?
- Pearl and Clover's mum is described by Sora as a pioneer. Define this word in your own words.
- Where does Pearl go to try to forget the day she's had?

WRITING OPPORTUNITIES

Rewrite this chapter from the perspective of Sora, sharing her thoughts about seeing Pearl's sea ledger and reluctantly having to eat the seafood.

CROSS-CURRICULAR ACTIVITIES

DESIGN AND TECHNOLOGY: Find out more about the different types of fish and seafood mentioned during this chapter. Children could taste some prepared seafood dishes, discussing what ingredients have been used and why, and exploring how they have been made.



SIXTEEN

Nat

Pages 127-137

COMPREHENSION QUESTIONS

- What is an ‘expanse of sand’? How does this phrase effectively convey the size of the area of sand?
- What does Clover give Nat as his ‘first ocean treasure’?
- Read to the end of page 129. Predict what they are saying about Pearl and Clover’s mum at the Uplands.
- What does it show about Nat and Clover’s relationship when they talk about Pearl calling him a ‘landlubber’?
- What does it mean when Nat says he’s taken it for granted that his mum will make sure he doesn’t go hungry? How is this different from Pearl and Clover?
- How does Nat feel when he’s with Clover?
- What creature is the narwhal compared to with its apparent ‘horn’? Which actual body part is its horn?

WRITING OPPORTUNITIES

The process of evaporation is talked about in this chapter. Research this in more detail and write an explanation about what it is, and how it works.

CROSS-CURRICULAR ACTIVITIES

GEOGRAPHY: Learn about how mudflats are a habitat to many interesting animals that coexist in this environment. Discover how building, climate change and pollution are a threat. Create a Mudflat Tourist Information Board to show your understanding.

OUTDOOR LEARNING: If possible, visit your nearest mudflats to see them for yourself.





SEVENTEEN

Pearl

Pages 138-143

COMPREHENSION QUESTIONS

- What does Sora test the shellfish for? How does this explain why she was reluctant to eat the seafood?
- How does Nat react when he's asked about how his time with Clover was?
- What advice does Clover give Sora about their dad?
- Why do you think Sora is so insistent about making lunch for Pearl and Clover?
- On page 143, find and copy an adverb that means the same as 'in a happy or carefree manner'.
- How do you think Pearl is feeling about Sora and Nat at the end of this chapter?
- Predict what will happen next. Do you think Pearl will try to get Nat and Sora to leave?

WRITING OPPORTUNITIES

Write a reflection from Nat's perspective about the events in this chapter. Focus particularly on his new and complicated feelings about the sea, Clover and Pearl and his mum.

CROSS-CURRICULAR ACTIVITIES

ENGLISH: Pearl is transforming the doll of Miranda into a mermaid. Read more about the mythological creatures of mermaids including extracts of Hans Christian Andersen's fairy tale *THE LITTLE MERMAID* and *THE SECRET LIVES OF MERMAIDS* by Professor Anuk Tola and Anja Sušanj. Use this as inspiration to create your own fact book about mermaids.





EIGHTEEN

Nat

Pages 144-151

COMPREHENSION QUESTIONS

- What is Nat awoken by?
- How has Atticus' condition worsened in the night?
- Do you think Pearl is right to want to stop Atticus receiving medical treatment for his foot? Explain your reasoning.
- What suggestion does Pearl make to help her dad?
- Why does Sora think that the wishing is like a prayer?
- What makes Pearl realize that she needs to let her dad go to the mainland to the hospital?
- How does her attitude change at the end of the chapter?

WRITING OPPORTUNITIES

Write a continuation of the story. What do you think will happen to Pearl's father? Will he survive?

CROSS-CURRICULAR ACTIVITIES

DRAMA: In pairs or small groups, dramatize and come up with voices for the scenes in this chapter between Nat and his mum and Nat and Pearl. Record bits of speech and improvise using your character voices, making them sound as worried as they are.



NINETEEN

Pearl

Pages 152-156

COMPREHENSION QUESTIONS

- Why does Pearl think that Sora was the ‘infection’?
- Explain what you think creosote smells like. Do you think it is a pleasant or unpleasant smell? Why?
- Nat says ‘I can take care of myself’ defensively to Pearl on page 154. Mimic how he would say this with a partner. What does it tell us about him?
- Summarize the feeling Nat feels in one word when it says that a ‘new wave of red blooms’ on his face on page 154.
- Read to the end of page 154. What do you think Nat will do? Will he stay or will he leave?
- Why will Nat get the wrong idea if he sees that Pearl has left some of the bottles in Dad’s cabin?
- What are the reasons why Pearl didn’t say goodbye to Dad?

WRITING OPPORTUNITIES

Write a one-paragraph summary of the events in this chapter.

CROSS-CURRICULAR ACTIVITIES

ENGLISH: Choose two characters from the ones we have been introduced to so far. Create ‘Character Templates’ by drawing an outline of two people. What words and phrases from the text can you add inside the template to describe what the character is like internally and outside the template to describe what the character is like externally? How are they different from each other?





TWENTY

Nat

Pages 157-163

COMPREHENSION QUESTIONS

- How many days has Nat been on the oyster farm?
- Why is Nat surprised to hear that Clover goes swimming in winter? How is Clover able to go swimming in the water in winter?
- What does it mean when it says ‘as if summoned by her name’ on page 157?
- Why is Nat shocked about the level of support the water can provide? What does this show about him?
- What does it mean when someone says ‘Break a leg’ before going on stage?
- What is the main thing that Nat remembers about their journey to Blackwater Bay?
- Why does the author choose to end this chapter with the description of the diving women and the island of Jeju? Predict what will happen next.

WRITING OPPORTUNITIES

Using your research, write a non-chronological report about the island of Jeju. You could create a double page spread in your book to really showcase your understanding.

CROSS-CURRICULAR ACTIVITIES

GEOGRAPHY: Find out more about the island of Jeju in South Korea, it being the largest South Korean island, its location to the south of the peninsula and its volcanic landscape.



TWENTY-ONE

Pearl

Pages 164-173

COMPREHENSION QUESTIONS

- What does it mean if something is ‘tremoring’?
- Predict how you think Sora will react to Nat having stolen pollinators. What will her reaction be?
- What causes Nat to shriek loudly?
- Why does Nat have redness on his skin on his chest?
- Who is Sem? What impression do we get of him?
- Why does a shadow fall across his face when he hears about Atticus?
- What happens to Pearl at the end of the chapter?

WRITING OPPORTUNITIES

Imagine you are Sem. Write an internal monologue as him to get inside his thoughts. What would he have been thinking as he heard about Atticus becoming sick and being in the hospital?

CROSS-CURRICULAR ACTIVITIES

GEOGRAPHY: As the term ‘migrants’ is mentioned in this chapter, help children to challenge assumptions about migrants, asylum seekers and refugees, and to develop mutual respect, empathy and understanding by learning about them on a global scale.



TWENTY-TWO

Nat

Pages 174-181

COMPREHENSION QUESTIONS

- What does Nat have to eat whilst living on the oyster farm?
- Which simile does Nat compare the eating of shellfish to?
- What blood condition are they worried that Atticus might have?
- Using the book, define what 'contamination' is.
- Why does Clover think that Tally will think that she's strange?
- Why has Nat been taught to be 'scared of the sea'?
- Describe how the relationship between Nat and Clover is evolving. How are they becoming closer?

WRITING OPPORTUNITIES

Create a timeline of events in the story so far which you can build on as you continue to read.

CROSS-CURRICULAR ACTIVITIES

PSHE: Clover says 'See, hard work and being clever pay off'. Is she right? Do you think that hard work and being clever do pay off in life and bring benefits?





TWENTY-THREE

Pearl

Pages 182-187

COMPREHENSION QUESTIONS

- What is a curfew?
- Do you think that they would say that a migrant butterfly could not land in Blackwater Bay too?
- Why do they have to turn the lights off?
- Where are Clover and Nat planning to sleep?
- How does Pearl feel towards Clover when she waits for her to ask her but Clover doesn't say anything?
- Why do people know about butterflies over moths?
- What does it mean to be 'besotted'? Act it out.
- Why is tonight different when Pearl hears the shouting?

WRITING OPPORTUNITIES

Summarize the feelings of Pearl in this chapter, particularly at the end, in a sentence.

CROSS-CURRICULAR ACTIVITIES

PSHE: In this chapter, the question is posed about keeping living things imprisoned. Debate the issue of imprisonment and whether you think this is the right way of punishing people.





TWENTY-FOUR

Nat

Pages 188-191

COMPREHENSION QUESTIONS

- What does it mean when Pearl says that ‘it’s more important than that’ about keeping her ledger?
- Explain what a ledger is, using Pearl to help you.
- Why is Pearl reluctant to tell Nat about what is inside her ledger?
- Why does Pearl record everything in her ledger?
- Why does Nat not want to come back to Blackwater Bay anytime soon?
- Who does Pearl tell Nat that he sounds like?
- How does Nat know that his conversation with Pearl is over?

WRITING OPPORTUNITIES

Pretend you are Pearl. Make some observations that you can see about the sea and sky around you.

CROSS-CURRICULAR ACTIVITIES

GEOGRAPHY: Learn about the act of bird migration - the regular movement of birds from one part of the world to another and back again. Discover some of the dangers encountered along the way and the places they go.

ART AND DESIGN: Sketch a range of different birds.



TWENTY-FIVE

Pearl

Pages 192-201

COMPREHENSION QUESTIONS

- Why does Pearl say she is cautious in her ledger entry?
- When has Pearl been getting a better look at the chrysalises?
- How does Pearl try to console her sister about their father?
- Which materials does Pearl use for wishing?
- What has caused Pearl to miss Grey?
- Why does Pearl imagine Dad to be pacing the corridors of the hospital shouting for bottles of beer or held down with chains?
- Why is the water being flat a signal that a storm is about to happen?

WRITING OPPORTUNITIES

This chapter ends with Pearl determined that there is a storm on the way. Write an account of what it feels like just before a storm. How can you create tension?

CROSS-CURRICULAR ACTIVITIES

PE: There is a lot of talk about Nat and him learning to swim in this chapter. Discuss about how children learned to swim, and how they felt. They may refer to swimming lessons experienced inside and outside of school.



TWENTY-SIX

Nat

Pages 202-205

COMPREHENSION QUESTIONS

- What does 'kaleidoscopic' mean?
- What was Clover certain about?
- What do they compare seeing the butterflies to?
- Why doesn't the butterfly fly straightaway?
- Define the phrase 'thwarted their plans' on page 204.
- In the last line of this chapter, Clover squeals. What does this sound show about her?
- Predict who the gruff voice belongs to.

WRITING OPPORTUNITIES

Write a diary entry from Pearl and Clover's perspective about seeing the butterfly for the first time.

CROSS-CURRICULAR ACTIVITIES

MISC: Pearl remarks that 'life isn't always pretty' in this chapter. What does she mean by this? Can you explain a time where life hasn't been pretty for you and you have overcome adversity?



TWENTY-SEVEN

Nat

Pages 206-210

COMPREHENSION QUESTIONS

- Who does the gruff voice belong to?
- Why is George crossing his chest with his hand?
- Why does George appear that he will only take an answer from Pearl?
- There are a lot of mentions of the colour of green in this chapter. Why might this be?
- Find words and phrases to describe how the author shows tension in this chapter to the reader rather than tells them directly.
- How do we know that George is much older than Nat, Pearl and Clover?
- Do you think George will keep the secret of the butterflies?

WRITING OPPORTUNITIES

Look up any unfamiliar vocabulary used in this chapter like 'hue' and the 'met office' and use them in sentences to show your new understanding.

CROSS-CURRICULAR ACTIVITIES

GEOGRAPHY: Learn more about what a barometer is and how it measures atmospheric pressure to predict the weather. Investigate the link between meteorology and air pressure further by trying to make one of your own.





TWENTY-EIGHT

Nat

Pages 211-216

COMPREHENSION QUESTIONS

- Explain what 'betray' means. Can you think of synonyms or other words that mean the same?
- Where did Nat win his trail-biking trophy?
- Which place did he actually come in the race?
- How does Pearl know that the butterflies would like to eat something sweet?
- Why was Nat reluctant to let Tally win?
- What does it mean when it says 'her anger turned kinetic'?
- Which book is Clover reading?

WRITING OPPORTUNITIES

Design a comic strip with three or more boxes showing the key events or moments in this chapter, especially Nat's memories of the race.

CROSS-CURRICULAR ACTIVITIES

PSHE: Note down at least three positive qualities that make Nat a good friend to Tally. You could also do this for Lucas.





TWENTY-NINE

Pearl

Pages 217-223

COMPREHENSION QUESTIONS

- Where does Pearl check the radio?
- Whose voice comes out of the radio?
- What information does Sora give about Atticus' condition?
- Why does Pearl delay Clover going to see Dad?
- Why is the metaphor of the water being like a cracked mirror a good one to use in this sentence?
- List as many verbs as you can find that describe the movement of the incoming storm.
- How does Nat save Clover at the end of this chapter?

WRITING OPPORTUNITIES

Turn the scenes of this chapter into a script.

CROSS-CURRICULAR ACTIVITIES

DRAMA: Act out your play script you have written, thinking about how you can turn stage directions into action. Take on each role to understand what each character is feeling.





THIRTY

Nat

Pages 224-228

COMPREHENSION QUESTIONS

- How does the storm make its impact?
- Describe how the verbs ‘lurches’ and ‘crashes’ are effective.
- Where does Nat wish he could be?
- Explain what the proverb ‘safe as houses’ means.
- What does it mean for someone to be ‘propelling’?
- Pearl’s face is ‘grimly determined’. What does this look like?
- How do the three of them work together?

WRITING OPPORTUNITIES

Using the description of the water being like a cracked mirror from the last chapter and ones from this chapter, write your own similes and metaphors to describe what happens in a storm.

CROSS-CURRICULAR ACTIVITIES

ART: Draw an illustration portraying the scene of the storm. Think about how you can depict water in your artwork.





THIRTY-ONE

Nat

Pages 229-233

COMPREHENSION QUESTIONS

- ‘The sea came for a fight.’ What literary technique is used here? (*Metaphor*)
- What does it mean to lurch ‘precariously’?
- Discuss what else you think the girls have survived when they say, ‘we have survived much worse’.
- What causes Clover to apologize to Pearl?
- How does Dad describe the cabin? (*Hurricane proof*)
- What is included in the storm kit?
- How does Nat realize that the girls are sleeping?

WRITING OPPORTUNITIES

Write a two-paragraph summary of the events in this chapter and why they are important.

CROSS-CURRICULAR ACTIVITIES

GEOGRAPHY: Research how people around the world have tried to hurricane proof their properties to help them to support themselves during a severe storm.





THIRTY-TWO

Pearl

Pages 234-237

COMPREHENSION QUESTIONS

- What awakens Pearl?
- Why is she feeling grateful towards Nat?
- How does she know the storm is moving on?
- What is the way of life out on the oyster farm?
- Where might the chrysalises have come from?
- What phrase does Pearl whisper under her breath?
- What technique is used in the following sentence: 'There are other butterfly bodies lying on the cracked tiles - broken, battered.' (*Alliteration*)

WRITING OPPORTUNITIES

Rewrite the chapter from the perspective of Nat. What would he be thinking and feeling?

CROSS-CURRICULAR ACTIVITIES

PSHE: In this chapter, funerals and dying are mentioned. Learn more about this rite of passage and its connection to grief and its celebration of people's lives.



THIRTY-THREE

Pearl

Pages 238-241

COMPREHENSION QUESTIONS

- Which type of flowers does Clover pick?
- What does it mean if someone is ‘cremated’?
- Why does Pearl say, ‘Mum was the best thing we ever gave to the sea’?
- What is the scientific name or term for butterflies?
- What do the terms mean when translated from Ancient Greek?
- Why does Clover squeeze Nat’s arm?
- If you were Pearl and Clover, what would you say to Nat?

WRITING OPPORTUNITIES

Write what you would say to Nat, if you were Pearl and Clover. How would you show empathy and compassion towards him and the butterflies?

CROSS-CURRICULAR ACTIVITIES

LANGUAGES: In this chapter, the language of Ancient Greek is used. Learn how orders of creatures throughout the animal kingdom are named after Ancient Greek and Latin. Discover the etymologies of these.



THIRTY-FOUR

Nat

Pages 242-246

COMPREHENSION QUESTIONS

- Define the verb ‘manhandle’.
- Why does Clover understand that Pearl wants to stay on the land forever?
- Do you think Nat and Clover are friends? Use evidence from the rest of the book to explain your thinking.
- Read to the end of page 243. Predict who is on the boat with George.
- Why wouldn’t Nat, Pearl and Clover usually stand in a line to greet new arrivals?
- What causes Nat to recognize the other person on the boat?
- What does the peacekeeper have that entitles her to search the farm?

WRITING OPPORTUNITIES

- Imagine you are Nat, Clover or Pearl, write a letter to George showing how hurt you are by him about telling their secret.
- After completing the Conscience Alley activity, write a paragraph exploring your thoughts and decisions as George.

CROSS-CURRICULAR ACTIVITIES

DRAMA: Look at this chapter – should George have told? As a class, create a Conscience Alley. One side of the class should be voices persuading George to tell the secret. The other side should be George’s conscience saying no. Take it in turns to play George walking through the alley of voices. How do you feel?





THIRTY-FIVE

Pearl

Pages 247-254

COMPREHENSION QUESTIONS

- Use a dictionary to find out what the adverb ‘capriciously’ means. Then, use it in a sentence.
- What does it mean when it says Nat’s found his ‘sea legs’?
- How do we know that this is the first time the peacekeeper has been out to the farm?
- Why does Pearl say that she knows enough from Nat that a peacekeeper does not bring peace? What does she know?
- What do Nat and the peacekeeper have in common?
- Why does the peacekeeper refer to the butterflies as ‘evidence’?
- Read to the end of page 251. How do you think the peacekeeper will catch the butterflies?

WRITING OPPORTUNITIES

Pretend you are the peacekeeper taking notes about seeing the butterflies for the first time. What observations would you make in your notepad?

CROSS-CURRICULAR ACTIVITIES

SCIENCE: In your school grounds or local area, try out some butterfly spotting for yourself to see if butterflies are difficult to catch. Ensure to use the correct butterfly net, as this makes catching them easier, while also making the butterflies less likely to get injured. The easiest way to get a closer look at butterflies is to catch them and put them into a bug pot. Remember not to keep your butterflies in the bug pots for very long.





THIRTY-SIX

Nat

Pages 255-259

COMPREHENSION QUESTIONS

- What does it mean when it says, ‘the atmosphere shifts in the greenhouse’? How does it change?
- Why do Pearl and Clover gravitate closer to Nat?
- Where has Nat’s mum been taken?
- Why is the word ‘I’ in italics on page 256?
- Who will make the decision about Nat’s mum?
- Where did George tell the secret about the butterflies?
- What does the peacekeeper do at the end of the chapter?

WRITING OPPORTUNITIES

Summarize the character of the peacekeeper in three words, and then explain the reasons for your choice of words in a sentence.

CROSS-CURRICULAR ACTIVITIES

SCIENCE: Find out more and use your research to write a report about the Painted Lady butterfly. Discuss how it is a long-distance migrant, and the species causes the most spectacular butterfly migrations observed in the UK.



THIRTY-SEVEN

Pearl

Pages 260-264

COMPREHENSION QUESTIONS

- What is a ‘torrent of despair’?
- What colour does guilt turn Pearl’s cheeks?
- Why didn’t Pearl want to visit her mum in hospital?
- Why has the fight seemingly gone out of Ezra?
- What does it mean to ‘uphold’ the rules?
- Do you think Ezra will be able to help Nat?
- How can someone ask for help with their eyes? Act this out to show what this would look like.

WRITING OPPORTUNITIES

Pearl says she wants to find more words to make things better, but they don’t come. Write the words that you would say to Clover if you were Pearl in this situation.

CROSS-CURRICULAR ACTIVITIES

MATHS/ART: The symmetry of butterflies is mentioned within this chapter. Create your own butterfly wing symmetrical patterns thinking about shape, size and reflection.





THIRTY-EIGHT

Nat

Pages 265-266

COMPREHENSION QUESTIONS

- Why do you think this chapter is only two pages long?
- Read the first two paragraphs of this chapter. How do you think Nat will explain that it was him who stole the chrysalises?
- Which simile is the movement of the boat compared to?
- What does Nat wish he'd paid more attention to?
- What does it mean when Nat says, 'Ships were always female'?
- Find two words that both relate to 'a body of water'.
- Predict what will happen next to Nat.

WRITING OPPORTUNITIES

Imagine you are Nat. Write a short explanation about why you stole the chrysalises.

CROSS-CURRICULAR ACTIVITIES

ART: Draw an illustration of the Aurora to complement this chapter, using the description provided.





THIRTY-NINE

Pearl

Pages 267-272

COMPREHENSION QUESTIONS

- Why do the sisters choose to do the last bit by hand?
- List as many similar phrases that mean the same as ‘not allowed’.
- What is an armed patrol?
- Why doesn’t Pearl remember her mum wearing shoes?
- How does Pearl know the way?
- Describe what an incline is.
- Why does Pearl think this is all her fault?

WRITING OPPORTUNITIES

Write the conversation that you think each of Pearl and Clover will have with Dad when she sees him again.

CROSS-CURRICULAR ACTIVITIES

DRAMA: Act out the conversation you have written between Pearl/Clover and Dad.





FORTY

Nat

Pages 273-279

COMPREHENSION QUESTIONS

- What does Nat struggle to hear?
- Mime out the action that the man is showing Nat.
- What does the word 'hauling' mean when describing movement?
- Read to the end of page 275. Who do you think is the man that Nat is talking to? Now read page 276.
- What is the feeling of bravado?
- Which objects from the boat is Nat desperate to have?

WRITING OPPORTUNITIES

As we near the end of the story, write your own ending to the story predicting what you think will happen.

CROSS-CURRICULAR ACTIVITIES

ENGLISH: Have an assortment of books about butterflies on offer so children can read them at their leisure. Children may also want to make their own butterfly books.





FORTY-ONE

Pearl

Pages 280-288

COMPREHENSION QUESTIONS

- How is the first paragraph in this chapter effective?
- What are some of the things that Pearl sees?
- Which place does it say on the road sign?
- Read the beginning of page 282. Do you think the man knowing Pearl's name is a good or a bad sign? Why?
- What are 'zealots'?
- How does Ezra say Vita's name like it hurts him?
- What new information do we learn about Ezra and Vita? How are Pearl and Ezra connected?

WRITING OPPORTUNITIES

- Write these words: contaminated, radioactive, toxic, deadly, using a word cline to rank them in order of severity. Add your own to extend your thinking.
- Write our Pearl and Clover's family tree, now you know more about it.

CROSS-CURRICULAR ACTIVITIES

ART: There are different shades of green mentioned in this chapter like 'sea-green' and 'witch-green'. Create your own palette of greens and identify them by giving them your own names.





FORTY-TWO

Nat

Pages 289-295

COMPREHENSION QUESTIONS

- Why are the corridors of the ship windowless?
- Summarize the feeling that the walls are closing in on Nat by using one word. Which do you choose?
- What does 'pocket-sized' mean?
- What does Nat find out about Olive? Define the phrase 'surplus child'.
- Why is this new information surprising?
- What does Olive have in common with Clover?
- How does Nat make his escape?

WRITING OPPORTUNITIES

Write a letter from Nat to Olive thanking her for the chance to make his escape.

CROSS-CURRICULAR ACTIVITIES

MUSIC: Create a soundtrack for the scene where Nat makes his escape thanks to the quick thinking of Olive. Research music from films with similar scenes to achieve the same desired effect.



FORTY-THREE

Pearl

Pages 296-306

COMPREHENSION QUESTIONS

- What is 'dishevelment'?
- Which floor of the hospital is Atticus on?
- Why does Pearl check that her dad is solid?
- What term of endearment does Dad use for Pearl?
- What did Clover use to convince the people at the hospital to let her in to see her father?
- Why does Clover look at Dad like he's delirious?
- How does Dad show that he is worried when telling the girls about Ezra Heart? What gestures does he make?

WRITING OPPORTUNITIES

Write a diary entry from Clover's perspective upon hearing the revelation that Ezra is your uncle.

CROSS-CURRICULAR ACTIVITIES

DRAMA: Using Ezra's parts of speech, perform a monologue as him during different parts of this chapter to show different sides to his character from caring uncle to battling brother-in-law.



FORTY-FOUR

Pearl

Pages 307-309

COMPREHENSION QUESTIONS

- How does the author use the weather in this chapter?
- Do you think the storm could represent something else in this story?
- Why is it so strange for Ezra to be following them?
- What must it be like to live all those years for Ezra without anyone?
- How does Clover try to reassure Ezra?
- Why do they all hold hands? How is this symbolic?
- How might the boy who is raking crystals play a part in this story? Will he or won't he?

WRITING OPPORTUNITIES

Write a self-reflection from the viewpoint of Ezra blaming himself for the death of Vita and hating himself. What might he say about himself?

CROSS-CURRICULAR ACTIVITIES

PSHE • It is mentioned in this chapter that Ezra blames himself for the death of Vita and hates himself. Talk about times where we have blamed ourselves or even hated ourselves for things. Think about how we can be fair to ourselves.



FORTY-FIVE

Nat

Pages 310-315

COMPREHENSION QUESTIONS

- What image lingers long in the mind of Nat?
- Describe how Nat feels about Olive being locked up.
- Why doesn't Sem leave the ship?
- Where did Sem originally come from?
- Say the sentence 'A regular landlubber wouldn't get it'. How you think Pearl would say it?
- What does Nat compare the windows of the ship to?
- Why does Nat know he can no longer live at the compound?

WRITING OPPORTUNITIES

Write a fact file about the country of the Netherlands, and its association with windmills as Sem describes.

CROSS-CURRICULAR ACTIVITIES

DRAMA: Act out the rage felt by Nat when he sees Ezra Heart. Think about how you can show this through expression, body language and position.



FORTY-SIX

Nat

Pages 316-321

COMPREHENSION QUESTIONS

- How has Nat's mum been saved from the ship?
- Who is bringing her back?
- Is it surprising to hear that Nat misses the sea?
- How has he changed throughout the story?
- Why are they letting the butterflies go?
- What differences does Nat notice about Pearl?
- What does it mean if a district chooses to go 'rogue'?

WRITING OPPORTUNITIES

Write a day in the life of Clover on her first day at school with Nat. How do you think she will settle? What will she find strange?

CROSS-CURRICULAR ACTIVITIES

ENGLISH: The character of Nat has changed considerably throughout the story. Draw an arc and show the development of his character from different stages in the book.





FORTY-SEVEN

Pearl

Pages 322-328

COMPREHENSION QUESTIONS

- Read page 322. Who do you think is coming?
- Why does Clover now believe in the wishings again?
- How does Tally know who Clover is?
- Why does Tally say that they can use her abbreviated name, Tally or Tal? What does this show about her?
- Who does Tally want back?
- Which shape do they have to draw?
- Summarize in a sentence what you think about the ending of this story. Would you have ended it differently?

WRITING OPPORTUNITIES

- Write a book review based on your thoughts about the story.
- Write a letter to Nicola Penfold telling her all about your thoughts and feelings about the book.
- Write a continuation story about what happens to some of the characters such as Pearl, Clover, Atticus, Nat, Tally and Lucas.

CROSS-CURRICULAR ACTIVITIES

ENGLISH: Read Nicola Penfold's other book, *WHERE THE WORLD TURNS WILD*. How are they similar? How are they different?

SPEAKING AND LISTENING: Compare your predictions from the start of the story to now – were you right about anything?

