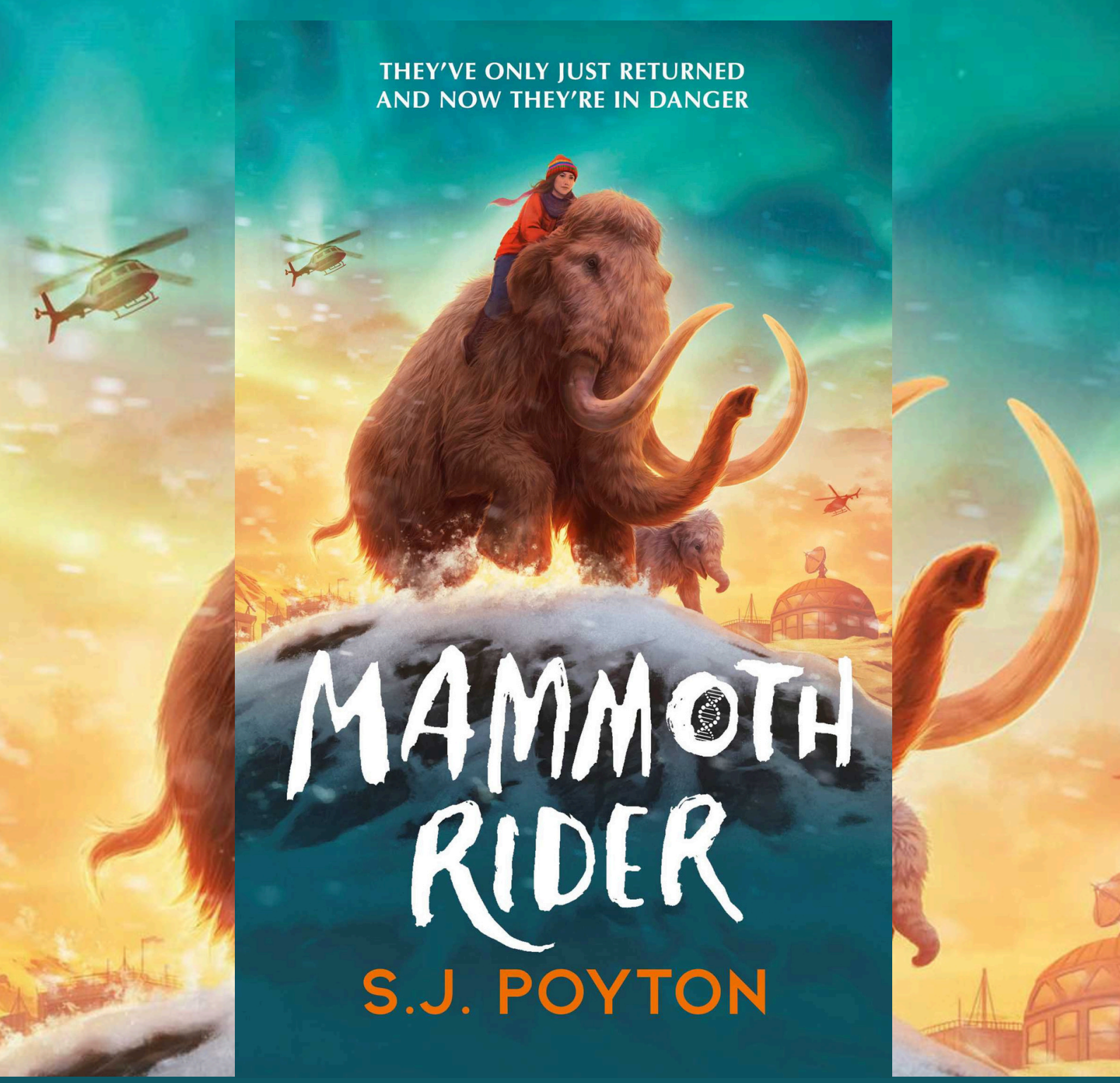


TEACHING RESOURCE

Created by

The Rebel Reading Society and Hannah Palmer

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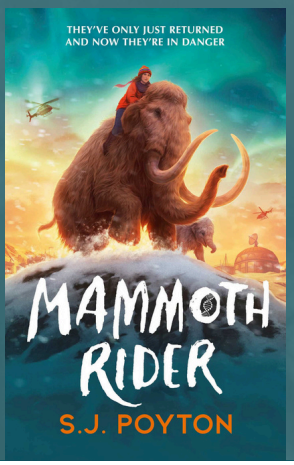
S.J. Poyton and Simon & Schuster Children's UK

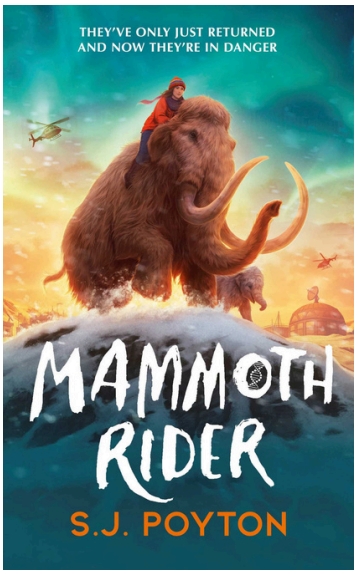
SALLYPOYTON

SIMONKIDSUK

MAMMOTH RIDER

TEACHING RESOURCE





A pacey, exciting story that brings in themes of the Tundra ecosystem in the Arctic, extinct megafauna and environmentalism. It would make a fantastic book for studying these topics, as well as linked topics in environmental management and species reintroduction. The book is written is dyslexia-friendly font, with a neurodiverse main character (dyslexia, dyscalculia and dyspraxia). The book, in accompaniment with this guide link in with many areas of the National Curriculum for KS2 & KS3, particularly English, Science & Geography.

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.

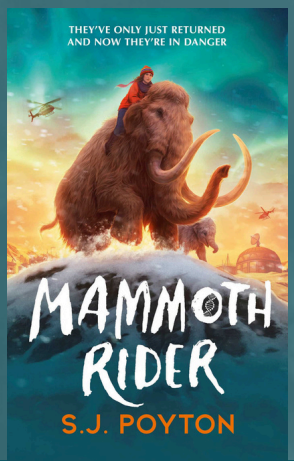
Activity Ideas - There are a selection of activity ideas that link in with the text, they're numbered by the page that they tie in with and can be found below the chapter breakdown. There's a mix of writing prompts, and more - all linking in with the National Curriculum.

Book Club Questions - These questions are designed to reflect on the book as a whole, in a group setting or individually, after reading.



MAMMOTH RIDER

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CHAPTER BREAKDOWN

Prelude

- Word - *colossal*
- Discussion Prompt - What is the purpose of a prelude and how have we seen that used in this book?

Chapter 1

- Word - *morphing*
- Discussion Prompt - Using inferences from the text to support your answer, do you perceive the book to be set in the past, present or future?

Chapter 2

- Word - *devoid*
- Discussion Prompt - How has the author used this chapter to introduce characters to the reader?

Chapter 3

- Word - *tundra*
- Discussion Prompt - How has the teacher, Miss Page, put in place accommodations to support Ash's learning?

Chapter 4

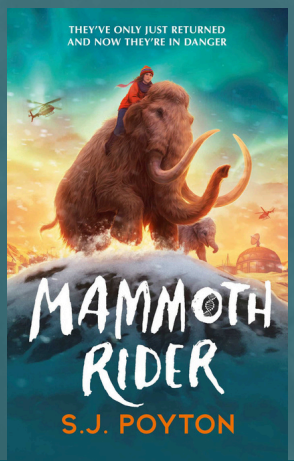
- Word - *matriarch*
- Discussion Prompt - Now that we have read a few chapters of the story, what are your first impressions of the book?

Chapter 5

- Word - *guttural*
- Discussion Prompt - How do you think Ash was feeling whilst witnessing the poachers attack?

Chapter 6

- Word - *sauntered*
- Discussion Prompt - On page 64 Dad says, *"I just have this feeling they knew about her"*. Have you noticed any inferences in the text to support this?



Chapter 7
- Word – *surged*
- Discussion Prompt – What do you think are Ash's most and least favourite things about living on a research station?

Chapter 8
- Word – *protocol*
- Discussion Prompt – If you could ask Ransom any questions on behalf of Ash, for her presentation, what would you want to ask?

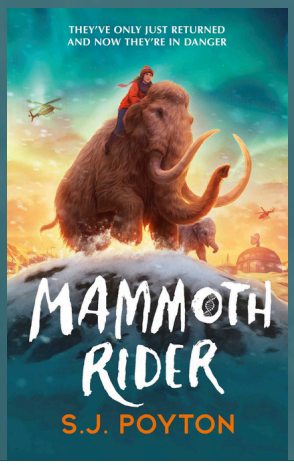
Chapter 9
- Word – *contentment*
- Discussion Prompt – What real science does the author use in this chapter, and where does the story move into imagination or possibility?

Chapter 10
- Word – *chronological*
- Discussion Prompt – On page 126 the security guard, Guy, is described as, *"A huge grizzly bear of a man, all muscle and beard, but with the personality of a teddy bear"*. What does this description tell us about judging people based on their appearances?

Chapter 11
- Word – *espionage*
- Discussion Prompt – How do you think Ash's Dad would respond if he knew what she had been up to?

Chapter 12
- Word – *dignitaries*
- Discussion Prompt – What are your thoughts on how Ransom acted at the MAC Anniversary Event? Does this differ from Ash's response?

Chapter 13
- Word – *trudged*
- Discussion Prompt – How did the closing two sentences of the chapter entice the reader to want to continue reading?



Chapter 14
- Word - *loitered*
- Discussion Prompt - Describe Ash's character, with reference to how she acted in this chapter?

Chapter 15
- Word - *stampede*
- Discussion Prompt - If you were Ash in this situation, what actions would you take?

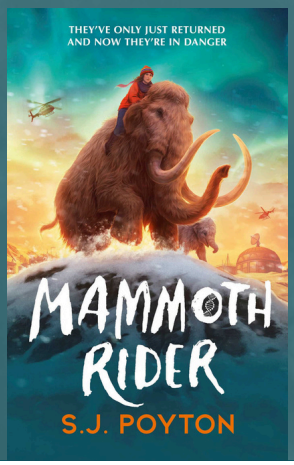
Chapter 16
- Word - *tentatively*
- Discussion Prompt - With comparison to previous chapters, how has the author portrayed the children's changing emotions in this chapter?

Chapter 17
- Word - *misdirection*
- Discussion Prompt - How would it change the book if Mammoth's were a mythical creature instead of an extinct species?

Chapter 18
- Word - *dithered*
- Discussion Prompt - On page 210 it is described that the snow *"looked like a giant dragon's hoard of precious gems"*. Can you think of any other creative uses of figurative language to describe a feature of a landscape?

Chapter 19
- Word - *waning*
- Discussion Prompt - What do you think motivates Ransom?

Chapter 20
- Word - *feigning*
- Discussion Prompt - On page 232 Ransom says, "*They think that because you struggle with reading that you're not intelligent*". What can we learn from this statement?



Chapter 21
- Word – *incline*
- Discussion Prompt – How do you predict Ash and her friends are going to save the Mammoths from the poachers in the rest of the book?

Chapter 22
- Word – *kaleidoscope*
- Discussion Prompt – Ash and her friends use the tracker with the herds best interests in mind. How do you think this technology could also be used with more malicious intent and how might this be minimised?

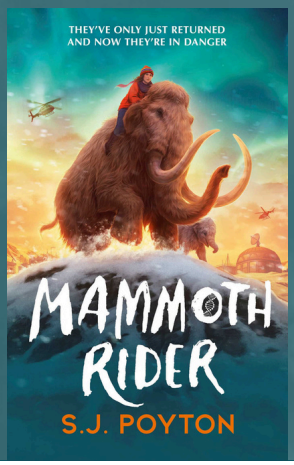
Chapter 23
- Word – *marauding*
- Discussion Prompt – Can you see a way out of this situation for Ash and the Mammoths?

Chapter 24
- Word – *placate*
- Discussion Prompt – How has Ash shown bravery in this chapter?

Chapter 25
- Word – *commodities*
- Discussion Prompt – In this chapter Ash reflects on what it means to be a Mammoth Rider. Whose perspective do you tend to agree with the most?

Chapter 26
- Word – *reciprocated*
- Discussion Prompt – How does the language used engage our senses to build an image in our mind of what the tundra setting is like?

Chapter 27
- Word – *haunch*
- Discussion Prompt – What consequences do you think would be most suitable for Ransom, with acknowledgment of the wider community?



Chapter 28

- Word - *hero*
- Discussion Prompt - How has this ending chapter helped to provide closure to the story?

Book Club Questions

1. This book centres on the reintroduction of cloned Woolly Mammoths. After reading the book and the nonfiction section at the back, what are your opinions on the ethics of doing this in real life?

2. If you were to recommend the book to a friend, which elements would you highlight to convince them to pick the book up?

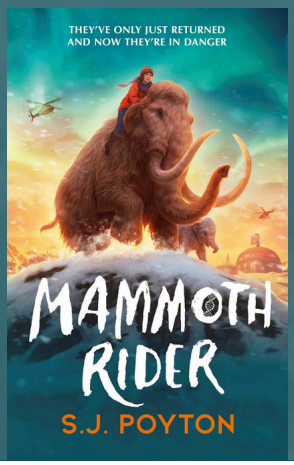
3. Ash is neurodiverse, how has reading about her experiences in the book helped you to understand how she experiences the world? If you need more support with this conversation the author has outlined many of Ash's experiences at the back of the book.

4. Which characters actions surprised you most in the story?

5. How did the use of power play a central role in the storyline?

Check out page 10 for *Book Club Questions* from the author herself, S.J. Poyton!





ACTIVITY IDEAS

Page 12 - Science Challenge

This section of the book talks about the insulating effects of snow. Design an experiment to test the insulating effects of different materials, to keep an ice cube frozen for as long as possible. You will need to consider how you are going to control variables, record and present your data, and suggest ways your could take this research further.

Page 24 - Research Project

Learn about the Tundra, drawing comparisons to your own location. Look at how they change seasonally, as well as the abiotic conditions and the variety of life that has adapted to live in these conditions.

Page 85 - Writing Challenge

Create a piece of work dedicated to an environmental figure, that conveys their work in some way. This can take the form of an educational poster, poem or piece of artwork. Select from one of the options below, or choose your own.

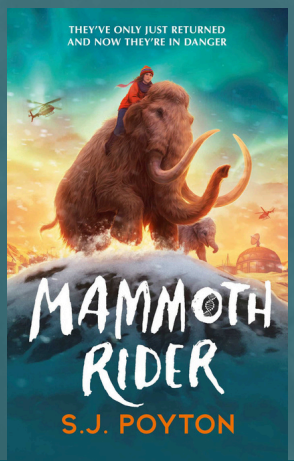
- David Attenborough
- Hamza Yassin
- Jane Goodall
- Mya Rose-Craig

Page 131 - Writing Challenge

Permafrost is soil or sediment that is frozen for 2+ years. Create a writing piece, for example a poem or diary entry, from the perspective of a water molecule entering/existing in this environment.

MAMMOTH RIDER

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Page 188 - Geography Activity

Many charities offer the opportunity to track the animals they work with online. Explore one of the options below (correct at time of writing, please screen first). This can be used to link in with locational knowledge and support naming countries.

- Sea Turtle Conservancy
- Shark Research Foundation
- Polar Bears International

Page 207 - Snow Suit Design

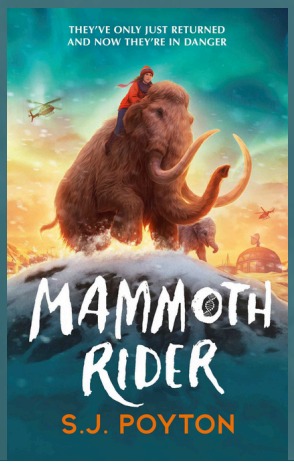
In this section we hear about the vibrant Snow Suits the children are wearing. With consideration of materials and the intended function, design a snowsuit that you would like to wear.

Page 299 - News Report

Create a news piece to communicate the Mammoth events of the book. Select from one of the formats below or choose your own. With each one you will need to consider who the audience is and the key message you want to convey.

- Create a breaking news report alerting people to the stampeding mammoths.
- Write a educational piece in support of the Mammoth reintroduction, with reference to the work of MAC.
- Create a mock interview with a member of the public who is either for or against the MAC Project.





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

- Spoken Language
- Reading Comprehension - recommending books, meaning of words in context, drawing inferences, predictions, figurative language, challenging views courteously through discussion.
- Writing - identifying the audience, writing for a wide range of purposes.

Science

- Working Scientifically - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- States of Matter - Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.
- Evolution and Inheretance - Identify how animals and plants are adapted to suit their environment in different ways.

Geography

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic Circle.
- Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field (KS3)

Design & Technology

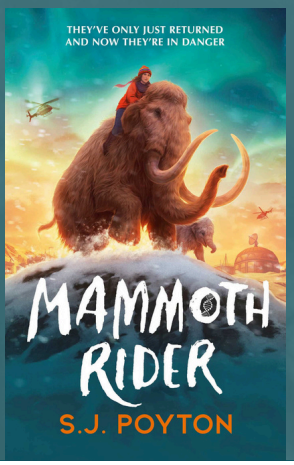
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.

Art

- Improve art and design techniques

MAMMOTH RIDER

TEACHING RESOURCE





MESSAGE FROM THE AUTHOR:

Thank you for picking *Mammoth Rider* as your book club read, I really hope you enjoy it.

Here are some pre-prepared book club questions for you to use to get you started.

If you would like to discuss cloning, de-extinction and rewilding - please check out the *Mammoth Rider* Ethics Questions and Educational Notes, which can be found on www.mammothrider.com

If you wish to explore the world of *Mammoth Rider* more then check out www.mammothrider.com which is packed with educational resources, crafts and interactive quizzes.

BOOK CLUB QUESTIONS BY S.J. POYTON

- Did you enjoy Mammoth Rider?
- What do you think Mammoth Rider is about?
- What was your favourite part of the book?
- What character in Mammoth Rider do you connect with most?
- What do you think Ash is feeling when she learns the truth about Ransom?
- Why do you think Ransom does what he does?
- Ash has difficulties reading, writing and with maths, how do you think it makes her feel?
- What things can you think of to protect the mammoths?
- Do you think the book cover design and interior illustrations work well with the story?
- The book has special text to make reading easier, did you find it helpful?
- If you could change anything about the books - the story, characters, cover - what would it be?
- Would you want to read a second Mammoth rider book? If so what would you want to be in it?
- Does anyone have any other questions or comments?