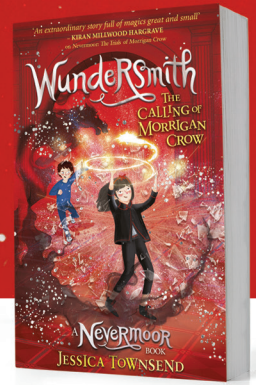


WunderSmith Resource Pack



Resource pack for KS2 teachers

For all Teachers, Librarians, Wunsoc members, Wunimals and Wundersmiths,

HOLD ONTO YOUR UMBRELLAS – we’re inviting you BACK to Nevermoor for the most anticipated sequel of the year! It’s time (it’s the Winter of One, in fact) to join Morrigan Crow and her gang of Wondrous friends on a brand new adventure!

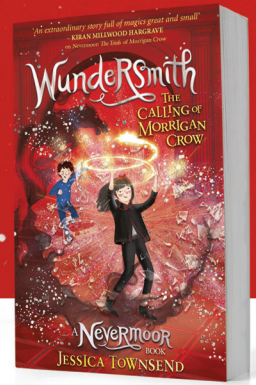
This Resource Pack can be used with children in upper KS2, recommended ages 9–11. Each lesson is based on *Wundersmith: The Calling of Morrigan Crow*, the second title in the magical Nevermoor series by Jessica Townsend.

The lessons included have a literacy focus, including suggestions for how to use the book in the classroom with lots of activities that bring the magic of the story to life – from creating timetables for a magical school curriculum, to writing wondrous settings and bringing Unit 919 to the big screen!

Step boldly as you join Morrigan Crow on her next adventure; we hope you enjoy your return to the wondrous world of Nevermoor . . .



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About the book

Imagination, discovery and friendship await Morrigan Crow when she escapes her deadly curse and joins the Wondrous Society. It promises her protection and belonging for life – but then Morrigan doesn't receive the welcome she hoped for . . .

Morrigan is a much-feared WunderSmith. So, instead of the Society helping Morrigan to embrace her power, she is only taught that all WunderSmiths are evil and she must suppress her mysterious ability at all costs.

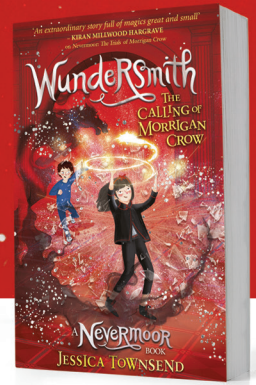
To make things worse, Nevermoor is quickly turning from a place of safety into one of danger. Society members are going missing, someone is blackmailing Morrigan's new friends, turning them against her. And Ezra Squall, the evillest man who ever lived, is determined to lure Morrigan from the Society by promising to reveal the true nature of the Wunder that calls to her, which is becoming ever harder to resist . . .

Has Morrigan's dream of escaping her cursed life ended before it truly began?

Perfect for fans of the Harry Potter series and His Dark Materials, this series takes readers into an extraordinary world, setting hope and imagination alive.



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Objectives and Outcomes

Lesson 1: School of Mundane Arts

Objectives:

- To use reading comprehension skills to extract and draw details described in an extract
- To make inferences about characters' feelings in an extract and to identify themes in the text
- To record creative ideas for a new school and timetable inspired by the text

Outcomes: A map or plan of a new school; a magical school timetable inspired by descriptions in the book

Lesson 2: An Abridged History of Wundersmiths

Objectives:

- To explore the reasons why history books are not always reliable sources
- To record details presented in the text and to write alternate versions of those details
- To create a Wundersmith character and write an entry about him/her in the history books

Outcome: A completed 'Wundersmith Record'; a new Wundersmith character and entry into the history book

Lesson 3: Creating Wondrous Settings

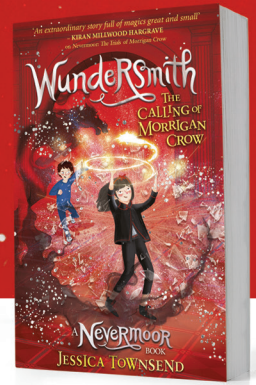
Objectives:

- To understand what we mean by 'setting' and why it is important
- To analyse a setting in the story and identify effective literary techniques and vocabulary
- To describe a new setting using sensory description

Outcome: A piece of writing describing a real or imagined setting; a drawing of the same setting



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Objectives and Outcomes Continued

Lesson 4: The Whole World Aflame

Objectives:

- To understand and define the terms: 'tension', 'pace' and 'suspense'
- To identify techniques used by the writer to create pace and suspense in the plot
- To map out a scene using a plot graph and to create tableaux of the various action points in the scene

Outcomes: A completed plot graph for a scene in the book; tableaux in groups showing key moments in the scene

Lesson 5: Morrigan On The Big Screen

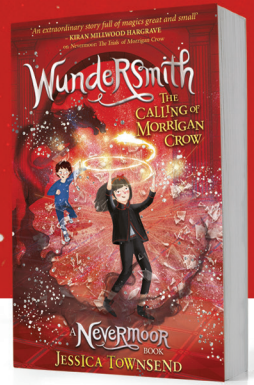
Objectives:

- To use the features of the story and to summarise the plot in order to create a piece of drama
- To identify and to understand the effects of successful dramatic techniques
- To speak and perform in front of a group and to critically evaluate performances

Outcome: A cinematic film trailer for *Wundersmith: The Calling of Morrigan Crow* performed in groups



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Lesson One: School of Mundane Arts

Lead-in questions:

- Why do you think school is important?
- What sorts of things do you learn in school? What are your favourite subjects?

Task 1:

In Morrigan's latest adventure, she is admitted to the Wunsoc. She enters Proudfoot House to begin her new education. **Read the extract and answer the questions below:**

'Sub-Three. School of Mundane Arts.' The pod door opened and she led them down a long empty corridor with a polished wooden floor. Morrigan felt dizzy and nauseated, but she tried to keep up.

'This level is dedicated entirely to what we call the Practicalities,' continued Ms Dearborn. *'Medicine, cartography, meteorology, astronomy, gastronomy, engineering, unanimal husbandry and so on. Those everyday, earthbound interests most vital to keeping the world running. Also on Sub-Three you'll find the laboratories, the observatory, the map room, lecture theatres one through nine, the zoological facilities, the test kitchens and of course, the hospital.'*

1. What is Ms Dearborn doing in the extract?
2. How does Morrigan feel? Why do you think this is?
3. How does the author, Jess Townsend, give you a sense of what Proudfoot House looks like?
4. Which subjects can you see listed that are real? Which are made up? What is the effect of including both types?
5. What is level Sub-Three dedicated to?



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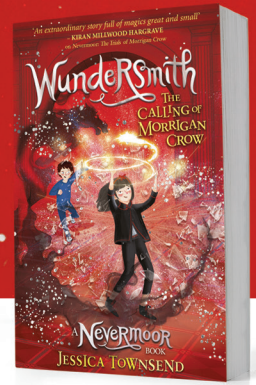


Task 2:

Can you draw what Ms Dearborn describes in the extract? Make a sketch of the scene using details from the text (and some of your imagination!), including annotations of the various levels and rooms.



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Task 3:

Create a map or layout of your own magical school. Consider what types of rooms you would include and why – for example, perhaps your school would also have an observatory, a map room, or even a hospital! As an extension, why don't you take a classmate on a tour around your school, in the style of Ms Dearborn?

Task 4:

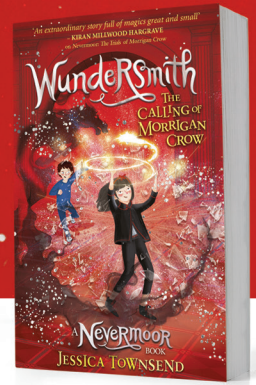
Create a magical school timetable for the children who attend your school. What magical subjects would you want them to learn about? Fill in the blank timetable below with your ideas!

Day	8.40–9.10	9.10–10.20	Assembly	Break	11.00–12.05	Lunch	1.20–1.40	1.40–2.55	2.55–3.15
Mon									
Tue									
Wed									
Thu									
Fri									

Swap timetables with the person next to you. Ask them to choose which subject they'd most look forward to learning about, and which they'd least look forward to learning about!



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Lesson Two: An Abridged History of Wundersmiths

Lead-in questions:

- Why do you think people are fearful of others who have great power?
- Why might some history books be unreliable sources?

Task 1:

Morrigan has a very special knack: she is a Wundersmith. During her lessons with Professor Onstald, she is asked to learn all about the history of Wundersmiths by reading from his book, 'Missteps, Blunders, Fiascos, Monstrosities and Devastations: An Abridged History of the Wondrous Act Spectrum'. **Read the extract below to find out some of the things she learns . . .**

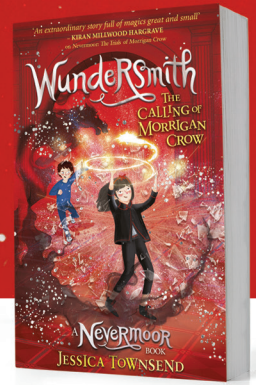
At their best, Wundersmiths were self-indulgent eccentrics, abusing their positions of privilege by creating Wondrous vanity projects that inconvenienced many and benefited few. Like Decima Kokoro, who'd demanded public funds and resources to create a Wondrous skyscraper made entirely of water – an expensive and hazardous folly that resulted in several people drowning before it was shut down. Or Odbuoy Jemmity, who'd demolished an entire block of houses in a poverty-stricken borough to build an adventure park, which upon completion he named after himself and never allowed anyone inside.

At their worst, they were dangerous despots who used their powers to tyrannise others, and to keep themselves in positions of wealth and prestige. Despots like Ezra Squall, of course, but also like Gracious Goldberry a hundred years before him, who'd called for the imprisonment of Wunimals both Major and Minor before eventually being assassinated by a scorpionwun. Or like Frey Henriksson, who'd started the Great Fire of Nevermoor six hundred years ago that wiped out half the city and killed thousands.

Jupiter had it wrong, Morrigan now realised. An unpleasant, heavy feeling was settling in the space behind her ribs. How had he got it all so wrong?



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Task 2:

Use the information in the extract to fill in the WunderSmith Record below, with information about each WunderSmith:

WunderSmith Record

WUNDERSMITH	DESCRIPTION FROM THE HISTORY BOOK	WHAT WE CAN INFER ABOUT THE WUNDERSMITH	ANY FACTS MISSING FROM THE BOOK?
DECIMA KOKORO			
ODBUOY JEMMITY			
GRACIOUS GOLDBERRY			
FREY HENRIKSSON			

Task 3:

Choose a sentence describing the actions of one of the WunderSmiths. Can you rewrite it with more facts and description to make it a positive description rather than a negative description? Share your new sentences with the class.

Extension:

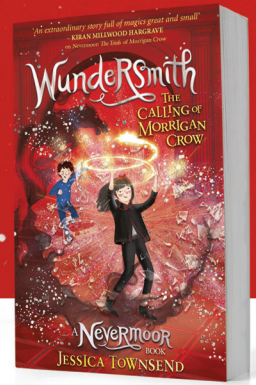
In pairs consider: what reasons might Professor Onstald have for not telling the whole truth about WunderSmiths in his book?

Task 4:

Come up with your own WunderSmith name and fact or new entry for Onstald's Abridged History book. How would your WunderSmith be presented? What facts would be documented? And what might be the real facts behind the story? . . .



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Lesson Three: Tricky Lanes, Shadowstreets and Swindleroads: Creating Wondrous Settings

Lead-in questions:

- Why is it important to have a good setting in a story?
- Can you share an example of a good setting that you have read recently?

Task 1:

Read the description of when Morrigan first arrives at Proudfoot Station and then answer the comprehension questions below:

Hometrain 919 emerged from the Wunderground tunnel into the bustling, buzzing brightness of the loveliest train station Morrigan had ever seen. She counted six platforms, connected by picturesque red-brick footbridges covered in climbing ivy, just like the vines that crept up the walls of Proudfoot House. There were polished wooden benches and small glass-walled waiting rooms. The station was surrounded by thick green forest and the trees curved protectively over the top of it, forming a natural domed canopy. It was still early – the sky was a cool dawn blue – but what little light there was filtered through the foliage in dappled pools. Gas lamps hanging on the platforms were just beginning to extinguish, one by one.

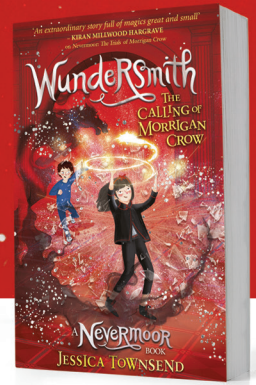
Despite the early hour, three more Hometrains (the numbers 918, 917 and 916 painted on their sides), a full-length steam engine and a knot of small brass railpods were already parked at various platforms.

Miss Cheery pulled up to Platform 1, which was teeming with Wuns, young and old, and opened the carriage door to let Unit 919 out.

1. How does the author create the sense that Morrigan is in awe of what she sees?
2. Can you pick out examples of strong imagery in the description? How does it help to paint a picture for the reader?
3. What can Morrigan see in the train station '[d]espite the early hour'?
4. What do you think the word 'teeming' means judging from the context in which it is used here?
5. How does the author create a sense of anticipation or excitement about Unit 919's arrival at Proudfoot Station?



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Task 2:

Read the extract again and complete the following tasks:

- Underline any **powerful words** that stand out to you.
- Underline as many **ADJECTIVES** as you can
- Underline as many **ADVERBS** as you can.

Task 3:

Can you match the following senses to a word or phrase used by the author, Jess Townsend, in the extract?

SMELL	
SOUND	
TOUCH	
TASTE	
SIGHT	

Task 4:

Imagine a magical setting of your own. Use your imagination to create something as weird and wonderful, as topsy-turvy as you can. Complete the following sentences:

I can smell ...	
I can hear ...	
I can touch ...	
I can taste ...	
I can see ...	



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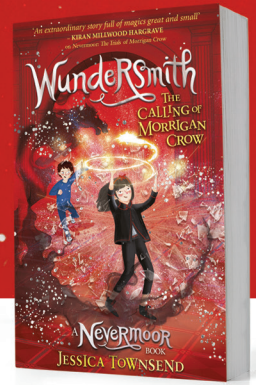


Task 5:

Now, still thinking about your real or imagined setting, write a magical letter to be sent by the Black Mail describing what it is like and how you feel when you're there. Use the techniques that you have learned throughout this lesson to help you. If you have time, include a picture of your setting in your letter!



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Lesson Four: The Whole World Aflame

Lead-in questions:

- What do we mean by the words: 'tension', 'pace' and 'suspense'?
- How do writers create 'pace' in their stories? What do we mean by this?
- How is 'pace' linked to creating suspense in writing?

Task 1:

Read the extract from *WunderSmith: The Calling of Morrigan Crow* and then answer the comprehension questions below:

Miss Cheery took Heloise's arm again, just as the whispers began.

'Be careful,' Lambeth said quietly, but Miss Cheery didn't hear.

'Why don't you come with me, Heloise?' she said in a deliberately calm, patient voice. 'Come on. Let's get you up to Proudfoot House and we'll sort this all out. I think you need a nice cup of tea.'

Lambeth winced. 'Be careful,' she said again, this time looking right at Morrigan.

Morrigan frowned. 'What are you --'

But Heloise was yowling like an angry cat, and wrenched her arm out of Miss Cheery's grip. 'Shut UP! Don't you TOUCH ME!'

Heloise drew her arm back and Morrigan barely had time to register the flash of silver in her hand before the girl had lashed out. Miss Cheery cried out in pain as Heloise sliced her right across the face with one of her throwing stars, drawing a thin, shallow line of blood.

There were gasps, and shout of dismay all around them on the platform.

Morrigan opened her mouth, a strangled noise of shock and fury rising up in her, but no sound came out. Instead, she felt a wave of anger such as she'd never felt before. It crashed over her not like water but lava, molten fire burning her from the inside. The taste of ash sprang to the back of her throat, just like it had when the first blackmail note had appeared. Her sudden rage was a monster, clawing its way up from deep within her chest, from her lungs, searing the flesh of her throat and bursting out of her mouth, igniting the very air around her.

She felt the wrath of a hundred dragons.

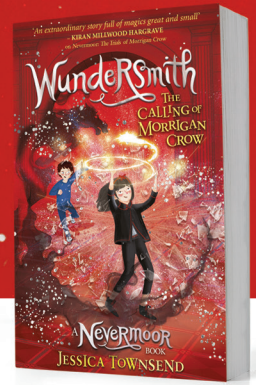
She would set the whole world aflame.

A fireball sprang from Morrigan's lips.

It burned through the air, uncontrolled and without a target, singeing Heloise's skin as it whooshed past her and shot straight into the domed canopy of trees overhead, setting the station roof ablaze.



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Heloise screamed.

Everyone screamed.

Morrigan heaved in deep, gasping breaths, watching the horror unfold while her fury burnt itself out.

'ENOUGH!' came a cry from somewhere behind them, and along with it a vast swirling column of water flew through the air, dousing the flames, and turning them into ice in the branches overhead. The platform fell silent, except for Heloise's shaking sobs, as they all turned to see who had saved them.

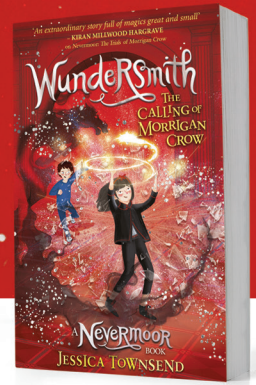
1. How does Jess Townsend create tension or suspense in this extract?
2. What technique does the author use when she writes: [Morrigan's] sudden rage was a monster'? Why is this effective?
3. The author uses imagery of volcanoes and fire in this extract. Can you identify where she does this? Why do you think the author has chosen to use this imagery?

Task 2:

Plot the important moments in the extract on the graph below to show how the author builds suspense. Consider when the suspense is at its highest and at its lowest in the extract. How does Jess Townsend achieve this?



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Task 3:

Read the extract again. Can you find examples of the following techniques to create suspense?

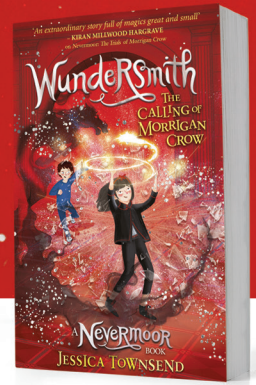
- A variation of short and long sentences to create pace
- Dialogue
- Vocabulary to evoke an ominous atmosphere
- Contrast
- Strong emotions from the characters

Task 4:

Get into groups to create dramatic tableaux of the various action points that you have plotted on your graphs. Use props and sound effects to try to convey how suspense builds as the scene progresses – you could even use musical instruments to create mood and atmosphere.



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Lesson Five Morrigan on the Big Screen

Recap questions:

- What do you know about the plot of *Wundersmith: The Calling of Morrigan Crow*?
- What are the key characters and themes in the story?

Task 1:

How do film directors/production companies generate excitement before the release of their films? What sort of things do they do? Come up with some ideas with the person next to you and share them with the class.

Task 2:

Before the release of a big blockbuster film, directors and production companies usually create a film trailer to generate excitement. Can you think of a good trailer that you have seen recently? Make a list of what makes a successful film trailer:

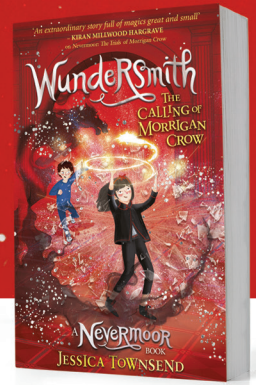
- A succinct plot summary or clues about the storyline

- A cliffhanger for the audience

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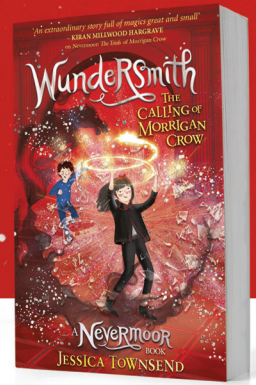


Task 3:

Using what you've learned about the plot of *WunderSmith: The Calling of Morrigan Crow*, summarise the plot (or make four predictions about the plot, if you haven't finished reading it yet!) on the storyboard below:



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Task 4:

Using your Storyboards, create a 'Film Trailer' in the style of the trailers that you would see in the cinema. Consider how you will build suspense, and how you will use narration, voice, props, body language and facial expressions to convey meaning.

Bonus task!

Which actors you would cast to play the roles of the main characters?

Morrigan	
Jupiter	
Hawthorne	
Professor Hemingway Q. Onstald	
Ezra Squall	
Fenestra (voice actor)	

