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BEETLE BOY

M. G. Leonard

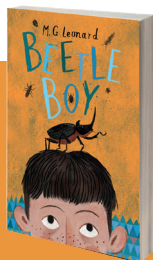
CHAPTER-BY-CHAPTER RESOURCES

CREATED BY: Scott Evans • thereaderteacher.com



chickenhousebooks.com

Chapter	Comprehension Questions	Writing Opportunities	Cross Curricular Opportunities
Front cover	<ul style="list-style-type: none"> Ask children to look at the front 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 <i>Beetle Boy</i>? 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 – were any of your predictions correct? 	Write what children can observe (I can see...); what they can infer (I think... because ...); and what they want to question about the cover (I wonder if/what...? etc.).	ART • Draw alternative covers for the book.
Message from Chicken House	<ul style="list-style-type: none"> Upon hearing this personal message from the book's publisher, what does this add to your predictions about the cover and the story? Does what Barry Cunningham said make you think about any other stories that you have previously read? Why do you think the publisher uniquely chooses to put these messages in the front of their books? 	After reading the story, write your own messages of reflection about the book to other readers in the school to recommend it to them.	DRAMA • Record your messages and attach them to books in the classroom or school library using QR codes for other children to scan to see video recommendations.
Quote from Charles Darwin	<ul style="list-style-type: none"> Who is Charles Darwin? What do you know already about him? Why do you think the author has chosen this quote to start the book? What do you think the quote means? 	Find other quotes by Charles Darwin. Write own quotes to describe the book.	HISTORY • Research why Charles Darwin is now seen as a significant person in the fields of natural history and science.



Chapter

Comprehension Questions

Writing Opportunities

Cross Curricular Opportunities

1

- In the first paragraph, how do the sentence descriptions of Bartholomew Cuttle show what type of person he is? What impression do you get of him?
- Is the use and repetition of the phrase 'He was the kind of...' within this paragraph effective? Why?
- Where does Dr Bartholomew Cuttle work? What is his job there?
- According to the police report, on which date did Dr Cuttle go missing?
- What do you think 'coleoptera specimen' might be?
- Whose perspective is the story told from?
- Find and copy the word on Page 15 that is a synonym to describe how much Darkus feels heartbroken.

Write concise headlines (Challenge: with a limit of six words) to describe Darkus' dad's disappearance in order to write a newspaper report.

Write a missing person's poster describing key details (i.e. 5Ws) of the disappearance.

ART • After looking at the cover and reading Chapter One, draw what you think Darkus, Uncle Max and his dad look like. Compare with chapter internal illustration of Darkus.

DRAMA • Present a television broadcast breaking the news that Dr Bartholomew Cuttle has gone missing.

2

- What was Darkus thinking when he peered through at his new school through the gates for the first time?
- Do you think the choice of the high school as a setting will influence how the plot develops? How?
- 'Darkus clenched his fists... Darkus felt a surge of fire in his chest.' (pg. 21)

From what you have read in this chapter, write character profiles or descriptions about Virginia & Bertolt including as much personality and physical information as you can.

MISC • Create an Accident Investigation Board to investigate further the facts, evidence, clues and questions throughout the book to solve the mystery of Dr Cuttle's disappearance.



Chapter

Comprehension Questions

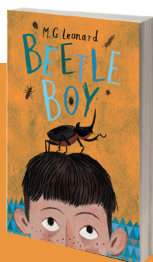
Writing Opportunities

Cross Curricular Opportunities

	<ul style="list-style-type: none"> How would you describe the emotions that Darkus is feeling in these sentences? Have you ever felt angry like Darkus? When? What did you do? Using Pages 22 and 23, explain why Darkus has not made a close friend before. Find at least two similes that have been used to describe Bertolt's appearance. What is 'middle-child syndrome'? What has made Darkus 'kind of famous' (pg. 25)? Read to the end of the chapter. Predict how you think Darkus' dad has disappeared. 		
3	<ul style="list-style-type: none"> Find verbs to show that Humphrey and Pickering are being unkind in the way that they speak to each other. Why are the two cousins causing a disturbance in the street? List at least two characteristics about each of Humphrey and Pickering. 'But the beetle continued its advance towards him, slow and steady, like a miniature tank.' (pg. 35) What does the phrase 'miniature tank' tell you about the beetle? Where did the beetle come from? 	<p>Imagine you are Mr Patel standing in the doorway of his shop. Write a letter to a newspaper, telling them what you saw from your perspective.</p>	<p>SCIENCE • Research insects and the parts of a beetle such as the thorax, which is named in this chapter. Create a fact file about beetles including information such as their characteristics, life cycle including metamorphosis, and classification.</p>



Chapter	Comprehension Questions	Writing Opportunities	Cross Curricular Opportunities
	<ul style="list-style-type: none"> Describe the beetle that Darkus had found. How does the beetle show that he understands what Darkus is saying? What does the phrase 'losing his marbles' mean at the end of the chapter? 		ENGLISH • Use <i>The Beetle Collector's Handbook</i> by M. G. Leonard to support research. Compare other life cycles such as a butterfly's to that of a beetle.
4	<ul style="list-style-type: none"> Predict what you think the beetle might like to eat. What might Uncle Max be thinking when he says 'How strange' (pg. 47) after finding out where Darkus found the beetle? What type of beetle had Darkus found? What did Darkus name the beetle? Why did he decide on this name? What does the word 'hexapod' (pg. 49) mean? Can you think of another word that you know beginning with the root word hex? What did Uncle Max find so surprising about Baxter? 	Write a diary entry as Darkus, detailing the events of the chapter.	HISTORY • Discuss personal experiences of visiting museums such as the Natural History Museum. Research its history, its links to natural historians such as David Attenborough and watch the documentary, <i>David Attenborough's Natural History Museum Alive</i> to learn more.



Chapter	Comprehension Questions	Writing Opportunities	Cross Curricular Opportunities
	<ul style="list-style-type: none"> Uncle Max gave Darkus his father's old beetle book. If we know that Bartholemew Cuttle was forty-eight years old when he disappeared and he had this book aged nine, how old is the book? Who enters the museum at the end of the chapter? Find phrases and adjectives to describe her. What are your first impressions of Madame Cutter? Does she remind you of any characters from other books? 		ART • Using clay, junk, or recycled materials brought in from home, make £D models of beetles in their natural habitats, labelling the parts of the beetles. Present them in a museum exhibition similar to that of The Cutter Coleoptera Collection.
5	<ul style="list-style-type: none"> From his research, what type of food did Darkus discover that rhinoceros beetles like to eat? Which unusual object did Baxter want to have in his tank? Explain why by reading to the end of the chapter. Why might his dad not have told Darkus about his fascination with beetles? Why does the author include the memory of Darkus getting lost as a child? Find examples of personification in the extract when Darkus looks over at lots of old furniture in the garden next door. What other stories have they read where inanimate objects come alive? 	<p>Write the next part of the story, predicting what happens to Darkus as he meets Humphrey and Pickering face to face.</p> <p>Choose an inanimate object in the room and write about it coming to life in character with emotion and movement.</p>	MATHS • Look at the history and workings of grandfather clocks. Practise telling the time to the nearest one, five or fifteen minutes. Build a small reconstruction of a grandfather clock using a cam mechanism to control the pendulum. TECHNOLOGY • Build a small reconstruction of a grandfather clock using a cam mechanism to control the pendulum.



Chapter	Comprehension Questions	Writing Opportunities	Cross Curricular Opportunities
	<ul style="list-style-type: none"> Why is the chapter name 'Furniture Forest' a good metaphor to describe what Darkus encounters in this chapter? Why do Humphrey and Pickering insult each other using animal-based characteristics such as '...you weak little weasel' (pg. 81). Why has the author chosen these words? Name the different types of beetle that Darkus sees inside the room. 		<p>ART • Draw a map of Furniture Forest and use coordinates or grid references to find different locations within it such as where booby traps are.</p> <p>SCIENCE • Set up your own scientific investigation recognising the different types of variables like a 'control' variable.</p>
6	<ul style="list-style-type: none"> What does the word 'scrutinized' mean? Why is it effective here? Can you think of any other words the author could have used to describe this? Humphrey repeats that he wants to put Darkus in a pie and eat him. What does this suggest about him? What does Darkus know about beetles that Pickering doesn't? What is stridulation? Use the glossary in the back of the book to help. Why does Baxter make this kind of sound? Explain how Darkus enlists the help of the beetles to escape. 	Write the events of this chapter from the perspective of Baxter, Humphrey or Pickering.	<p>RE • Listen to the story of David and Goliath. Think about why the author has chosen to adapt the title of this for this chapter and the links that can be made with the Goliath beetle.</p> <p>DRAMA • Work with a partner to act out the exchanges between Darkus, Pickering and Humphrey during this chapter.</p>



Chapter

Comprehension Questions

Writing Opportunities

Cross Curricular Opportunities

7

- 'Outside the street light flickered on, casting a yellow glow into the room.' (pg. 103). How and why does the author use the colour yellow linked to the character of Lucretia Cutter?
- How does the author show that the beetles are scared of Lucretia Cutter?

MUSIC • In response to knowing about stridulation, listen to and appraise insect-inspired pieces of music such as 'Flight of the Bumblebee' and 'Brook Benton's The Boll Weevil'.

- List the similes used to describe Lucretia Cutter's appearance when she is at the doorstep.
- Can you describe her in three words? Share your ideas with a partner.
- Which adverbs, especially on page 106, does the author use to illustrate the foolish character of Humphrey?
- Why did Lucretia Cutter appear to have dropped a card on the ground?
- Do you think she will have a bigger part to play later on in the story? Explain your answer using evidence from the text.
- What does the description of how Lucretia Cutter moves suggest about her character? How do the words used make the reader feel?
- It seems that both the characters of Bartholomew Cuttle and Lucretia Cutter are fascinated by beetles. Do you think there could be a connection between these two characters? Why?

Write a character description of Lucretia Cutter, making her sound as sinister as you possibly can.

HISTORY • Research the scarab beetle, its symbolisation and its significance to mummification in Ancient Egypt.

ENGLISH • Read *The Scarab's Secret* by Nick Would & Christina Balit to support your research.

ART • Create your own scarab beetle symbol design.



Chapter

Comprehension Questions

Writing Opportunities

Cross Curricular Opportunities

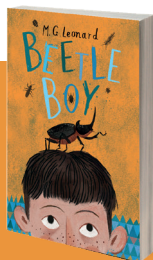
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- What is an oath?
- Where and when do you usually take an oath?
- How does Darkus disguise himself when he leaves for school so that he's not seen?
- Is it wrong to 'trespass', even if you are helping others?
- What does Virginia mean when she says that her brother would 'suck a bucketful of lemons to get his hands on a beetle this big'?
- How does Virginia know that Baxter is a rhinoceros beetle? Why does the author choose to include this?
- How does Bertolt feel towards the beetles? Do you think there's a reason why lots of people seem to be frightened of bugs even though that we know that they can't do us any harm?
- Can you describe the relationship happening between Darkus and Baxter?
- What is the mystery girl's name and where does she live? Predict how these details could help Darkus, Bertolt and Virginia in their investigations.
- What are the full names of Bertolt and Virginia?

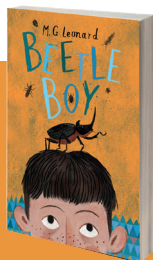
Write an oath to take part in something in the classroom, e.g. 'I, ... solemnly swear to always try my best.'

Using pages 145-147 of The Beetle Collector's Handbook by M. G. Leonard as inspiration, write a short essay about something you have been scared of and have overcome.

DRAMA • In groups of three, dramatize and come up with voices for the scene of the oath between Darkus, Bertolt and Virginia. Record bits of speech and improvise using your character voices.



Chapter	Comprehension Questions	Writing Opportunities	Cross Curricular Opportunities
9	<ul style="list-style-type: none"> What name would you choose for your group if you were Darkus, Virginina and Bertolt? Why might it not be a good idea for Bertolt to make explosive booby traps? What is a 'labyrinth'? Can you think of a synonym that means the same thing? Explain why Bertolt has the nickname 'Einstein'. What is Virginia's middle name? Virginia says that 'danger is my middle name' (pg. 132). Summarise the character of Virginia in one word and explain your choice of word. 	Write a plan for making a maze with paths, booby traps, alleyways, hidden doorways, tunnels and dead ends, annotating the equipment you will use.	<p>MATHS • Draw a plan for a maze with different routes. Create false pathways, diversions and wrong turns to confuse.</p> <p>DT • Make a maze either inside or outside the classroom using materials or tables.</p>
10	<ul style="list-style-type: none"> 'He could hear quiet scufflings and chitterings as the other beetles began emerging from their mountain.' (pg.135). Why does the author choose to describe the beetles' movements in this way using onomatopoeia? Can you think of any other onomatopoeic words that could be used? Read page 136. How do we know that it is only Darkus who has a special power with the beetles? Why doesn't Darkus want to tell Uncle Max about the place yet? Why does Bertolt look relieved when Virginia tells him to wait outside as a lookout? 	There are many more types of beetle introduced in this chapter. Write them out in alphabetical order to make a beetle handbook/guide.	DRAMA • Use drama to act out Darkus and Virginia exploring the boarded-up shop. Make it as dramatic as you can.



Chapter	Comprehension Questions	Writing Opportunities	Cross Curricular Opportunities
	<ul style="list-style-type: none"> What one word was written on the wall behind the till in the boarded-up shop? Why do you think it was written in enormous dripping red letters? What is an 'exoskeleton'? Where did Darkus find the key for the front door of the shop? True or false – Bertolt seems very confident being outdoors. Discuss. 		
11	<ul style="list-style-type: none"> What are 'mandibles'? What is 'bioluminescence'? What kind of beetle was hiding in amongst Bertolt's hair? How does Bertolt's feelings towards the beetle change when he realises it's a firefly? What name did Bertolt choose for his beetle? Why? How does Newton communicate? How is this different to the way that Baxter communicates? How are Dr Bartholomew Cuttle and Lucretia Cutter connected? At the conclusion of the chapter, look at the sentence ending, '...his heart hammering against his ribcage.' (pg. 164). Can you explain this phrase to a partner? 	<p>Write the events of this chapter from the perspective of Uncle Max.</p> <p>Write what happens next to Darkus as he is escorted into Towering Heights.</p>	<p>SCIENCE • Research Isaac Newton and his contributing to the understanding of light. Use prisms, mirrors and periscopes to explore the behaviour of light practically including sources, shadows and refraction.</p>



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Comprehension Questions

Writing Opportunities

Cross Curricular Opportunities

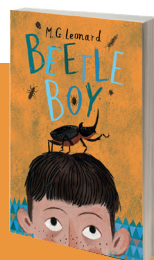
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- Through describing what the house looks like and Darkus' reactions, how does M. G. Leonard create tension in the first two paragraphs?
- What kind of beetle was displayed as a trophy? What was its Latin name?
- How and why do scientists use Latin names to classify organisms?
- What do we learn about Darkus' father in this chapter? Do we know more than we did before reading this chapter?
- After reading this chapter, why do you now think Barty has disappeared?
- 'Your best friend is a beetle?' Novak scoffed. (pg. 176). Can an animal really become a human's best friend? Give examples to support your thinking.
- Why did Lucretia Cutter change her name from Lucy Johnstone before going into business?
- Darkus says that 'a person ought to be famous for doing something good or really difficult...' (pg. 180). Is this true in today's world? Have a group discussion and then summarise everyone's views in full sentences.
- How do Darkus and Novak end up leaving the library in secret?

Write a balanced argument about why you think hunting insects is a good thing or bad thing.

ENGLISH • Research the etymology of English words we use today and their links back to Latin words. Investigate the meanings of Latin root words and construct English words in parts, (e.g. per + cent = by the hundred).

MISC • Find out about people who are famous for doing something good or really difficult. Create a presentation and explain your reasons.



Chapter

Comprehension Questions

Writing Opportunities

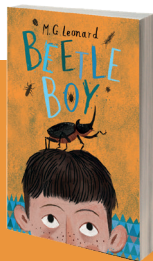
Cross Curricular Opportunities

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- At Towering Heights, they have a butler and servants. Why does the author include these details? What do they tell you about the Cutter family?
- Predict what the significance of the three sculptures: a human figure, a beetle and the DNA helix on the shelf mean. What could Lucretia Cutter be planning on doing?
- How much was Lucretia Cutter prepared to pay Humphrey and Pickering for the beetles?
- What might Darkus be thinking and feeling when he works out that his dad is standing next to Lucretia Cutter on her photograph?
- '...at the bottom of the picture were the words *Fabre Project*' (pg. 187). Why do you think the word *Fabre Project* is written in italics?
- What excuse did Novak provide for spying on Lucretia in her office?
- Pickering and Humphrey thought they were signing contracts to sell the beetles to Lucretia Cutter. What did they actually sign?
- What punishment will Novak receive for spying on her mother?
- What did Darkus notice as Lucretia Cutter left the viewing room?
- Read to the end of the chapter. What should Darkus do? What advice would you give him?

Rewrite the events of this chapter from the perspective of Lucretia or Novak Cutter.

ART • Visualise what Lucretia Cutter, Dr Bartholomew Cuttle and Esme Cuttle may have looked like when they were younger. Recreate the photograph by drawing a portrait of the scientists in the Fabre Project.



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Comprehension Questions

Writing Opportunities

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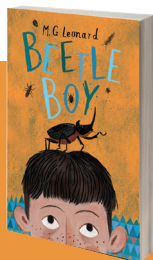
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- Use a dictionary to find the meaning of the following words in Chapter 14: utilitarian, sporadic, cacophony.
- Whose name did Darkus give when Lucretia Cutter asked who he was? Why?
- The phrase 'grit and determination' is repeated from an earlier chapter. When have you shown grit and determination in a situation? Give an example.
- Where had Darkus seen a yellow ladybird like the ones in the tank before?
- What do the verbs 'hurled', 'clattering' and 'slamming' tell you about how Darkus is thinking and feeling in this chase?
- How does M. G. Leonard add pace to the story in this chapter through language, vocabulary, dialogue and action? How does it make the reader feel?
- Can you describe the way in which Lucretia Cutter moves and acts?
- 'An eerie wail, like the distant call of a seabird, echoed up the hallway.' (pg. 200). What did the sound turn out to be?
- Who helped Darkus to escape?

Write down all the key words and phrases in this chapter. Now summarise this chapter in a maximum of five full sentences.

DRAMA • Re-enact the chase scene through drama and freeze frame. Don't use any dialogue.

MUSIC • Use music to soundtrack the events of this chapter. Think about the types of instruments to use and their pitch, dynamics and tempo to try to make it as suspenseful as you can.



Chapter

Comprehension Questions

Writing Opportunities

Cross Curricular Opportunities

15

- Why does Darkus refer to Lucretia Cutter as a 'monster'?
- Predict how Darkus, Virginia and Bertolt will be able to move Beetle Mountain in one night.
- How might have Darkus' dad stopped Lucretia Cutter doing whatever it was that she was planning to do?
- What is DNA? What does each letter of this acronym mean?
- Where might have Uncle Max have disappeared to?
- What are the genius ideas of Virginia and Bertolt in this chapter to help Darkus and the beetles?
- Darkus, Virginia and Bertolt are working together as a team with the beetles. Explain how their friendships have changed over the course of the story so far.

Write a set of instructions detailing how you would move Beetle Mountain in one night.

SCIENCE • Research and make a presentation about DNA. Think about its links to genes, chromosomes, evolution and inheritance. Learn more about Rosaline Frankin, a pioneer in the discovery of DNA who was never fully rewarded for her work.

16

- Who is discovered caught in the Rat Trap?
- Find words that show Uncle Max had been in the Rat Trap for a long time.
- Uncle Max says 'Don't you? And no flimflam, please. I want the truth.' What does he mean by 'no flimflam'? Can you substitute another word of your own in this sentence that means the same?
- Why does Uncle Max choose to use the word 'gorgon' to describe Lucretia Cutter?

Write a report about different species in the animal kingdom that have been classified as endangered and extinct. Choose one type of animal to focus on.

SCIENCE • Research and make a presentation about the different types of jobs in science such as an entomologist, ecologist or geneticist and what they entail. Relate to real-life examples such as Max Barclay, Curator of Beetles at the Natural History Museum and consider



Chapter	Comprehension Questions	Writing Opportunities	Cross Curricular Opportunities
	<ul style="list-style-type: none"> Explain what Darkus finds out further about his father in this chapter. Name three scientists involved and the type of job they do in the Fabre Project. Summarise the meaning of 'transgenic' in one sentence. Why does it seem that the police are not taking any interest in investigating Lucretia Cutter and what she is planning to do? 		women in STEM like Dr Sarah Beynon, academic entomologist, ecologist, farmer and the founder of The Bug Farm, who advised M. G. Leonard whilst she was writing the book.
17	<ul style="list-style-type: none"> How has Bertolt's idea of getting champagne from the last chapter developed in this chapter? 'She's getting a beetle!?' (pg. 242). What emotion is Virginia feeling here? Why? What does 'iridescent' mean? Why do you think Darkus has put her in charge of the next part of the plan? Where will become the beetles' new home? 'Darkus surveyed the ranks of beetle soldiers stretched out before him...' (pg. 243). What type of situation does this sound like? Who would usually survey ranks of soldiers? Why does the room erupt? 	Write a battle cry speech. Use repetition, emotive language and other literacy devices to try to make it as empowering and persuasive as it can be.	<p>MUSIC • With mouth and body percussion, mimic the humming and drumming the beetles are making.</p> <p>MATHS • Create your own Beetle Top Trumps based on the beetles mentioned in the book. Categories may include 'speed', 'weight', 'length', 'strength' 'special power rating' etc. Research factual information and record using units of measurement such as g/kg and cm/mm.</p>



Chapter

Comprehension Questions

Writing Opportunities

Cross Curricular Opportunities

18

- What does the way in which Darkus and Bertolt are 'poring over the architectural plans' tell you about how they think?
- Look at the sentence beginning, 'Blister beetles, bark beetles and bombardiers...' What literary device does the author use here? What effect does it have?
- What is a 'pyromaniac'?
- How has Bertolt's attitude towards beetles changed? Find words to show this.
- Read the extract beginning 'A pool of beetles...' (pg. 248). How does the author create imagery within the reader's mind through the choice of words she uses?
- What did Virginia name her beetle?
- Who did Virginia name her beetle after? Why?
- Summarise Virginia's new beetle in one sentence.

Create a field journal of the different types of beetles mentioned so far. Using page 27 of *The Beetle Collector's Handbook* as a template; research their beetle, and then write their own entry for the book and draw the illustration.

MISC • In groups, research the value of teamwork in the human and animal kingdoms and present to peers. Watch videos of examples such as ants, Canada geese flying formations and honeybees to exemplify this.

19

- Before reading the chapter, what does the phrase 'moving mountains' mean?
- What kind of beetle volunteered to be Novak's friend?
- Which two parts of the house are being protected to stop anything falling on the manhole and trapping Virginia?

Write a diary entry from the perspective of Virginia or Bertolt, to tell their side of the story.

SCIENCE • Go outside in your school grounds and investigate possible habitats of where beetles like to live (e.g. under logs, rocks and leaves; in dark, damp places; near gardens).



Chapter	Comprehension Questions	Writing Opportunities	Cross Curricular Opportunities
	<ul style="list-style-type: none"> What time did they finish moving all the mugs to their new home? Where did Bertolt and Virginia tell their parents they were staying as an excuse to be out all night? How does M. G. Leonard describe how the mood of the children change throughout the night? Find words and phrases to support your thinking. 		
20	<ul style="list-style-type: none"> Look closely at this description of Lucretia Cutter's bedroom. What kind of things does she have in her life? What do these things suggest about her as a person? Why does the butler feel that Novak is now at an age for schooling? How old do you think she is? Why do you think Lucretia Cutter has not sent Novak to school sooner? '...as soon as the vehicles had passed them, Darkus and Uncle Max scurried in through the open gates of Towering Heights...' (pg. 264). What effect does using the verb 'scurried' have on the author? Why does it go well with the main themes of the book? Which number cell did Darkus know his dad was in? Which kind of beetles dissolved the lock and the shackles to gain entry to the cell? 	<p>'Grit and determination' are two qualities that are mentioned throughout the novel as being important. Write your own motto choosing two or three characteristics that you think are important. Collect together as a class, discuss and present as a class inspiration scrapbook or posters.</p>	<p>DESIGN • Draw out a plan of what you think Lucretia Cutter's bedroom looks like.</p> <p>DANCE • Gather together all the verbs that are used to describe movement in the book such as 'scurried', 'skittered', 'lurching' etc. Use these to choreograph an expressive dance to a piece of music.</p>



Chapter

Comprehension Questions

Writing Opportunities

Cross Curricular Opportunities

21

- Humphrey and Pickering shout, moan and get angry at each other quite a lot. What voices might these characters use?
- What does the phrase mean 'keep your hair on' (pg. 273) mean when Humphrey says it to Pickering?
- Explain how you know that the gas inside the canisters is poisonous.
- How do the beetles show that they understand Virginia's instructions?
- The Goliath beetle is referred to as the 'regal' beetle. What does this mean?
- Her heart roared like a lion in her chest (pg. 279). Bertolt felt his heart tap dancing on his ribcage (pg. 280). Did Virginia and Bertolt feel the same or different about the situation? Why? Give evidence in the text to support your thinking.

Dankish was 'a man who looked like he kicked puppies for fun'. Elaborate on this and continue to summarise his character in a maximum of five sentences.

SCIENCE • Look at a range of hazard symbols and identify the meaning of them linked to science. Think carefully about where you may have seen some of them before, e.g. in the kitchen at home, petrol station, chemistry lab.

ART • Dankish was 'a man who looked like he kicked puppies for fun'. Draw what you think he looks like and label your sketch with his features.

22

- What object did the beetles use as ammunition against Dankish and Craven?
- 'Each time they wiped their helmets, a new poo-ball obliterated their view.' (pg. 282). What does obliterated mean?
- What does a phalanx formation look like?
- What does Virginia physically do to show that she is feeling like it is all going to plan?

Write a newspaper report about the events of this chapter, from Dankish and Craven being beaten by the beetles to Bertolt saving Virginia.

HISTORY/DRAMA • Look at the title of this chapter. Recreate this battle scene using drama. Think about other famous historical battles such as the Battle of Trafalgar and the Battle of Waterloo.



Chapter

Comprehension Questions

Writing Opportunities

Cross Curricular Opportunities

23

- How do the short sentences, exclamatory dialogue and choices of verbs and adverbs used by the author in this chapter help to create drama?
- How did Dr Bartholomew Cuttle leave his cell when he was too weak to walk out?
- How did Bertolt's actions help to save Virginia? Could you have predicted that he would do something like this? Why or why not?

'... a battalion of black beetles advanced towards his nose.'

Create and write your own collective nouns to describe the hordes of beetles. Try to make some of them alliterative for effect.

- Before reading, look at the title of the chapter. Predict what may happen.
- How many explosions did Bertolt set off at the Emporium altogether?
- Should Uncle Max have punched Gerard, the butler, to act as a distraction?
- '...her chitin feet clicking as they struck the tarmac...' (pg. 296). What word class is chitin in this sentence? Use the Entomologist's Dictionary at the back of the book to find out its meaning.
- Who is Ling Ling?
- Find a phrase said by Lucretia Cutter that suggests she has no feelings towards the beetles.

Summarise the events of the chapter in three to five full sentences capturing the action that has happened using a range of adjectives, verbs and adverbs.

DRAMA • Imagine you are Emma Lamb from News Desk BBTv. Script and record a news report of the events in this chapter.



Chapter

Comprehension Questions

Writing Opportunities

Cross Curricular Opportunities

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- What did Lucretia Cutter do to the Goliath beetle?
- Explain how Lucretia Cutter knows that the face of Darkus is oddly familiar to her.
- How did Virginia get Humphrey and Pickering arrested?

- How long had it been since they last saw Uncle Max in the Rat Trap?
- How long did Darkus have to stay in hospital before being discharged?
- What type of eyes does Lucretia Cutter have? What does this remind you of?
- Where is Lucretia Cutter at the end of the book?
- 'I'm grounded for ever. I'm not here now. I'm in the library, studying.' (pg. 309). What does it suggest about Virginia's character when she says this?
- Virginia reminds Darkus 'Don't forget your good friends...' (pg. 311). Explain how their friendship has changed throughout the book.
- The book ends with Darkus smiling and repeating 'And with a bit of grit and determination... we're unbeatable.' (pg. 311). Predict what challenges they might face in the next book.

Summarise the whole story in less than 100 words.

Make your own Entomologist's Dictionary for any other words that are not included or that you did not understand.

At the end of the book, it promises to be continued in book two so write your own first chapter for the sequel *Beetle Queen*.

ART • Draw Lucretia Cutter using the descriptions in this chapter.

