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# THE SHELL KEEPERS

Truly Johnston

## CHAPTER-BY-CHAPTER RESOURCES

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Chapter	Comprehension Questions	Writing Opportunities	Cross-Curricular Opportunities
1	<ul style="list-style-type: none"> <li>• What does the author mean by ‘mudlarking’?</li> <li>• What can you infer about the relationship between Corrine and Siya?</li> <li>• Siya says, ‘Treasure isn’t just gold, Corrine. It’s all the things we love.’ Do you agree?</li> </ul>	<p>‘There’s more beneath the sand and sky than human eyes can spy.’ Make some predictions about what Siya is referring to, what might happen and where the shell comes from.</p>	<p><b>GEOGRAPHY:</b> Create two maps: one based on locations described in this chapter, and one based on where members of your family were born.</p>
2	<ul style="list-style-type: none"> <li>• Why has Corrine made a mess of her room right before it’s time to go?</li> <li>• Why did Siya call Corrine ‘dynamite’?</li> <li>• What’s the difference between mudlarking and beachcombing?</li> </ul>	<p>Make an emotion map for Corrine.</p>	
3	<ul style="list-style-type: none"> <li>• How has the bay changed since Corrine’s last visit? Does she approve of the changes?</li> <li>• Pick out some text to show how the author shows something important and exciting is about to happen.</li> <li>• How does Corrine process what she is seeing after she notices the shell?</li> <li>• ‘There’s more beneath the sand and sky than human eyes can spy.’ Look at your prediction about what this means – how did you do?</li> </ul>	<p>Write a diary entry detailing the highlights of Corrine’s day at the beach.</p>	



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4	<ul style="list-style-type: none"> <li>Why does Kauri decide to trust Corrine?</li> <li>What are Democonch?</li> <li>What does Kauri mean by 'enknotten'?</li> <li>Why does Kauri need help? Where are the rest of her family?</li> </ul>	<p>Kauri uses language in an interesting way which Corrine works hard to understand. Start a list of unusual words and what they mean.</p>	<p><b>ART:</b> Make a drawing or model of Kauri's shell.</p>
5	<ul style="list-style-type: none"> <li>Why have the family gone over to Siya's flat?</li> <li>Do you think Anthony is surprised to hear about Corrine's discovery? Support your answer from the text including information from their previous conversations.</li> <li>Why do you think Siya left a clue for the children to find rather than tell them what they need to know? Support your answer from the text.</li> </ul>	<p>Write a character profile for Siya, including all the information you know about him already and anything you can infer from his behaviour.</p> <p>Add to Corrine's emotion map.</p>	<p><b>SUSTAINABILITY:</b> Research what this means. Do you think Siya lived sustainably?</p>
6	<ul style="list-style-type: none"> <li>Why do Mr Mercer and Charlie come over to Siya's flat?</li> <li>Mr Mercer refers to Siya as 'Old Jack'. Why do you think this is the case? What does 'Siya' mean?</li> <li>What can you infer about how most people feel about the new hotel?</li> <li>What do Anthony and Charlie argue about?</li> <li>What gives Corrine and Anthony an idea of where Siya has hidden the first clue?</li> </ul>	<p>Write a newspaper article opposing the new hotel and why it's not necessarily good for Whiteshell Bay. Include a statement from Mr Mercer outlining why and how he thinks his development will be of benefit to the town.</p>	<p><b>GEOGRAPHY/BIOLOGY:</b> Research the different habitats that can be found on the coast and the forms of life they support.</p>



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7	<ul style="list-style-type: none"> <li>Why do you think Siya left Corrine and Anthony a beautiful painting? Support your answer from the text.</li> <li>What do the children rely on as they work together to unravel the clues Siya has left?</li> <li>Discuss if Corrine is right to suspect Siya might be Kauri's shell keeper.</li> </ul>	<p>Write the first clue for a treasure hunt using the skill 'keepsight'.</p>	
8	<ul style="list-style-type: none"> <li>Underline key words or phrases in the text that tells you how Corrine feels.</li> <li>Why does Kauri get upset?</li> <li>What words do the characters use to mean 'grandfather'?</li> <li>What is wrong at Whiteshell Bay and why is it important the children work out what's gone wrong quickly?</li> <li>Do you think it's right for Kauri to go home with Corrine and Anthony?</li> </ul>	<p>Add to your glossary. Write a character profile for Kauri, including all the information you know about her already and anything you can infer from her behaviour.</p>	<p><b>HISTORY:</b> Research how many civilisations used a lunar calendar and why most switched to the Gregorian calendar. What other calendars are in use today?</p>
9	<ul style="list-style-type: none"> <li>Why do the children decide to check out rocks beneath the old emporium?</li> <li>What does every Democonch have? Is this similar to how humans live?</li> <li>What does Kauri mean by whale 'upbelch' and what is it used for?</li> </ul>	<p>Kauri is struck by how differently the children live. Write a diary entry detailing what she notices about/in Anthony's home and how she feels.</p>	<p><b>GEOGRAPHY:</b> Research tides, how they are formed, how they are related to the lunar cycle and the different types.</p>



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10	<ul style="list-style-type: none"> <li>At the beach, Kauri thinks things are worse. Why does she feel this way?</li> <li>What are sweepings and how do they interrupt the speakpath?</li> <li>How do Corrine and Anthony decide to help?</li> </ul>	Write the next clue for your treasure hunt using the skill of 'keepbow'. Try and link it to the first clue.	<b>TECHNOLOGY:</b> Research modern and ancient communication systems. What does Wi-Fi stand for? How does it work? Is this technology changing?
11	<ul style="list-style-type: none"> <li>Can you infer what 'waning' means from the text?</li> <li>Can you pick out some text to infer how Anthony feels about the scale of clean-up required at the beach?</li> <li>The children notice more decaying seaweed. What else indicates that the problem is worse than they first thought?</li> </ul>	Write the events of this chapter from Charlie Mercer's point of view. When do you think he notices the children and what emotions does he experience?	<b>SCIENCE:</b> Learn about marine ecosystems: the different types and features, how they support life, and their threats.
12	<ul style="list-style-type: none"> <li>What does Corrine suspect about the damage to the beach? Why does Anthony disagree with her?</li> <li>Why do Anthony and Corrine fall out?</li> <li>Why do you think Kauri asks Corrine to lie down when she gets stuck in the shifting sand?</li> </ul>	Make a list of things Corrine spots on the beach while she is picking up the rubbish. Add to Corrine's emotion map.	<b>GEOGRAPHY:</b> Learn more about quicksand. Why can't it support weight? Where is quicksand likely to occur?
13	<ul style="list-style-type: none"> <li>'I didn't practise keepbow' - what leads Corrine to this realization?</li> <li>Explain why Kauri needs to work fast with the crabs to release Corrine.</li> <li>What helps calm Corrine down as Kauri works to save her?</li> </ul>	Write the script of a vlog of the events of the day from Anthony's viewpoint.	<b>GEOGRAPHY:</b> Add to research about tides. Why can tides be dangerous? What's the difference between low tide and high tide?



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14	<ul style="list-style-type: none"> <li>Mr Mercer rushes to the lifeguard station as soon as he hears there's been an incident on the beach. What is he most concerned about?</li> <li>Why does the lifeguard, Evan, think the beach may close? Support your answer from the text.</li> <li>When the children talk about what happened earlier and how Corrine got into trouble, what do they resolve on doing?</li> </ul>	<p>As Kauri worked to save Corrine, she was encouraged by hearing the 'songcraft' of her family over the speakpath. Write some lyrics to help encourage you do something hard.</p> <p>Add to your glossary.</p>	<p><b>SCIENCE:</b> The children become invested in saving the beach. Research what is needed to keep a beach thriving as a healthy ecosystem. Think about the threats (pollution, erosion) and explore ideas to reduce this.</p>
15	<ul style="list-style-type: none"> <li>Do you think Corrine is affected by her experience of shifting sands on the beach?</li> <li>Discuss if Corrine is right to tell Nimali about Kauri and the Democonch.</li> </ul>	<p>Write a short story using three or four words from your glossary.</p>	<p><b>PSHE:</b> Using the events of this chapter, discuss keeping secrets and how asking for help keeps you safe.</p>
16	<ul style="list-style-type: none"> <li>Corrine repeats her hypothesis that Mr Mercer is responsible for the damage to the beach but Nimali is not convinced. Discuss why both Anthony and Nimali think Corrine is wrong.</li> <li>What does Kauri think?</li> <li>What compromise does Anthony come up with so they can move forward?</li> <li>Why does Kauri need to return to her shell?</li> <li>Why does Charlie Mercer become uncomfortable when the children start talking in the information office?</li> <li>Do they get any helpful information from their visit?</li> </ul>	<p>Write the text for an information leaflet or poster for use in the information shop/office. Include any information that will make the new hotel appeal to local people.</p>	<p><b>ART:</b> Design an information leaflet or poster for people who go to the information shop/office to take with them. Think about the illustrations and colours that will convey Mr Mercer's vision.</p>



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17	<ul style="list-style-type: none"> <li>How do you think Corrine feels about being back at the beach? What do you think helps her cope?</li> <li>Are you surprised by Kauri's first request when they meet up?</li> <li>Where do they decide to go to find the next clue?</li> <li>Do you think the children are worried about working out what's wrong in time? Support your answer from the text.</li> </ul>	<p>Write a diary entry from Nimali's perspective about seeing the Democonch shells for the first time.</p>	<p><b>CONSERVATION:</b> Discuss the role of recycling and reusing things in daily life. Do you think this is beneficial?</p>
18	<ul style="list-style-type: none"> <li>Highlight some of the descriptive language the author uses to describe how the children feel after they find the last clue.</li> <li>What does 'keepwit' mean?</li> <li>Mum and Auntie Lillian reminisce about Siya's old desk. How does this help the children?</li> </ul>	<p>Predict what happens next in the story. What do you think they'll find in the Hemingway?</p> <p>Write the next clue for your treasure hunt using 'keepwit'. Remember to link this clue to the first two.</p>	
19	<ul style="list-style-type: none"> <li>What is the first surprise when the children get their mums out of the way and get to the Hemingway desk?</li> <li>What treasure do Corrine, Anthony and Nimali find at the end of their hunt?</li> <li>Discuss if the treasure hunt was a good idea or if it would have worked better to just get a set of instructions from Siya.</li> </ul>	<p>Write a table of contents for Siya's book. Consider what important and useful information you can include.</p>	<p><b>ART:</b> Design a batik pattern. Think about what symbols and colours you'd like to include. Research batik dyeing methods.</p>



**Chapter****Comprehension Questions****Writing Opportunities****Cross-Curricular Opportunities****20**

- Where do the children head off to?
- Can you pick out some text that describes how the new hotel, Maison Paradis, is different from the old emporium?
- What's the first thing the children do at the open day and why do you think they feel a little guilty?
- Why does Corrine pretend to tie her shoelaces?

Write an article for the New Recorder about the open day.

Make some predictions about what happens next in the story.

**21**

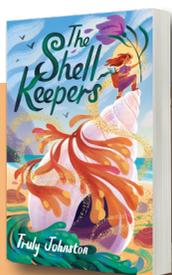
- Do you think Charlie likes the new version of the beach? Support your answer from the text.
- What does Corrine do to make sure she can hang back from the tour?
- Which Democonch skills do the children use to search the office at the hotel?
- Do they find out any useful information to help them on their quest?

Turn this chapter into a play script.

**22**

- Why do you think Nimali is trying to defuse the situation after Mr Mercer catches Corrine and Anthony in his office?
- What do you think gives Corrine the confidence to confront Mr Mercer about his actions?
- Discuss why you think Mr Mercer underestimates the children. List the evidence they have to back up their accusations.
- Can you infer how Charlie feels about the revelations? Pick out some text to support your answer.

Write some voiceover commentary for a video that has been recorded of the showdown with Mr Mercer. Think about what will help someone watching it understand the events - where, who and why.



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23	<ul style="list-style-type: none"> <li>• How does Corrine comfort Kauri as she faces up to the possibility that they are too late?</li> <li>• What does Aunty Lillian think will happen to Mr Mercer? And Charlie?</li> <li>• Why do you think the children would like to return to the beach that evening?</li> </ul>	<p>Put yourself in the children's position. What thoughts would go through your mind? Write a short journal entry describing your feelings.</p>	
24	<ul style="list-style-type: none"> <li>• The beach is aglow when the children arrive. How do you think this makes them feel?</li> <li>• What does Asterias suggest they do next to show they are thankful?</li> </ul>	<p>Add to your glossary. Write a to-do list for the party. What human food do you think the Democonch would like?</p>	<p><b>ART:</b> Draw or paint a picture of the party on the beach. Think about which elements you'd like to include.</p>
25	<ul style="list-style-type: none"> <li>• The author creates a wonderful sense of the beach and the sea in the moonlight. Highlight some examples of how language is used to convey this.</li> <li>• What gifts do the Democonch present to the children to show appreciation and help them with their work as shell keepers?</li> <li>• What is a 'brightenmark'?</li> </ul>	<p>Turn this chapter into a play script.</p>	<p><b>SCIENCE:</b> Look up bioluminescence. Make a list of animals and organisms that produce bioluminescence and where they can be found.</p> <p><b>DRAMA:</b> Consider some of the props you'll need to bring your script to life and make a list of what's required.</p>



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26	<ul style="list-style-type: none"> <li>How do you think Corrine and Nimali have changed during their week at Whiteshell Bay?</li> <li>How does Aunty Lillian embarrass Anthony?</li> </ul>	<p>Choose one of the child characters – Corrine, Anthony, Nimali or Charlie – and create the script for a holiday vlog about this week in Whiteshell Bay.</p>	<p><b>FUN PROJECT:</b> ‘Enknotten’ is about maintaining or restoring balance in nature. Create an enknotten project for your class.</p>
Epilogue	<ul style="list-style-type: none"> <li>How have things changed in Whiteshell Bay?</li> <li>How has Mr Mercer reshaped his vision for the hotel? What do you think about the new plan?</li> <li>What has changed for Anthony?</li> </ul>	<p>Write a new chapter with new or important information about being a shell keeper for the children to add to Siya’s book.</p>	<p><b>TREASURE HUNT:</b> Bring all your clues together and match them to the location of your treasure. Explore and decide on the treasure at the end of your hunt.</p>
	<ul style="list-style-type: none"> <li>Make some predictions about the next Democonch adventure.</li> </ul>	<p>Compare your predictions from earlier – were any right? Compare your glossary to the glossary provided at the end of the book. How did you do?</p> <p>Write a book review including your own your thoughts about the story and why others should read it.</p>	<p><b>ART:</b> Create your own cover for the story. What elements will you highlight?</p>

