

READ AND UNDERSTAND

Ch1: Begin a **Character List** in your jotter; write a one line description or fact about each one. Don't forget Toby the dog!

Find and note two **similes** (first two pages) in this chapter. Create your own original **simile** to describe the seabird centre and/ or Tom's arms.



INFER WHAT'S NOT THERE

Ch1:

Why does the lady pick up the dog with the jewelled collar?

What do you think is being announced on the radio that makes everyone stop and listen together?

READ AND UNDERSTAND

Ch2:

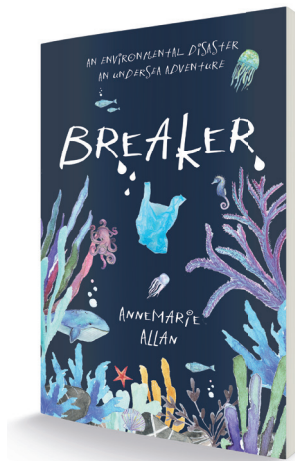
- What does POP stand for?
- What is an **acronym**?
- What other **acronyms** do you know? Make a list in your group.

EXPLORE SOME MORE

Ch2:

Mytilus edulis is Latin for mussels. Choose 5 animals and find out their Latin names. Try to write the Latin names with an **italic** style.

What is the difference between **mussels** and **muscles**? Explain your answer.



BREAKER CHAPTERS 1-4

CONNECT 4

Ch2: Professor Angus believes that **'animals should have the same rights as humans'**.

Do you agree or disagree?

Discuss in your group.



If animals did have the same rights as humans, how would this change our daily life?

INFER WHAT'S NOT THERE

Ch3:

- **'Narnia here we come.'** What does this mean? Do you recognise the **reference**?
- What did Toby do in the dog-walking machine?
- Is the professor really deaf? Explain your answer.

EXPLORE SOME MORE

Ch4:



- What is crude oil? Write a **definition**.
- The *Nora Gallow* has crashed. Who and what is in danger now—and in the future?

CREATE SOMETHING GREAT

Draw and label a diagram of the dog-walking machine and create an advert for it.

OR

You are a journalist. Write a Twitter thread of 6 tweets about the accident using **Who, What, Where, When*, Why, How** to help you summarise the events.

READ AND UNDERSTAND

Ch5:

- What two new **characters** do we meet at the start of Chapter 5?
- What could be done in schools and classrooms to make new children feel welcome? Make a list of ideas in your group.

CONNECT 4

GROUP
CHAT

- Ch5: Have you ever been the 'new' person somewhere? At school, or another club or place? How did it make you feel?
- Ch6: Have you ever '**stretched the truth**' or told a '**white lie**'. Is it ever ok to lie?

EXPLORE SOME MORE

Ch6: Write a **definition** and a simple **synonym** for each word. You may use a dictionary to help you.

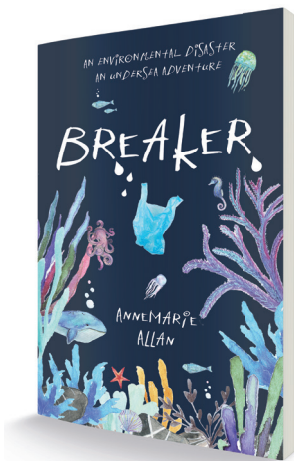
iridescent
meagre
blimp
dishevelled

READ AND UNDERSTAND

Ch6:

What organisations or groups have turned up at the beach? Make a short list.

Why do you think they are there? What are they hoping to do?



BREAKER
CHAPTERS 5-8

EXPLORE SOME MORE

Ch7:

Treasure Hunt

- Find **three** items that are red. (Clue: **synonyms** for red may be used!)
- Find **two similes**. (Clue: one is near the beginning of Ch7 and one is near the end.)

REFLECT AND RESPOND

Ch7:

- The mystery is building. What questions do you want answered?
- Are you enjoying the book so far? Why?/Why not?

REFLECT AND RESPOND

Ch8: Mum and Dad try to list the positives about the move to the country.

- Would you rather live in the town or the country? Why?
- Make your own list of **pros and cons** about living in the country.

CREATE SOMETHING GREAT

Create a Fact File or a PowerPoint presentation about one of the following:

- The Scottish Seabird Centre
- Marine Conservation Society Scotland
- Friends of the Earth
- Greenpeace
- Extinction Rebellion

READ AND UNDERSTAND

Ch9:

- Who are the men in suits and what do we find out about them in Ch9?
- Why can't Tom and Beth just use the internet to find out more about the professor or Waverley University?



INFER WHAT'S NOT THERE

Ch9:

- What do you think will happen next?
- Will Tom & Beth see the professor again?



READ AND UNDERSTAND

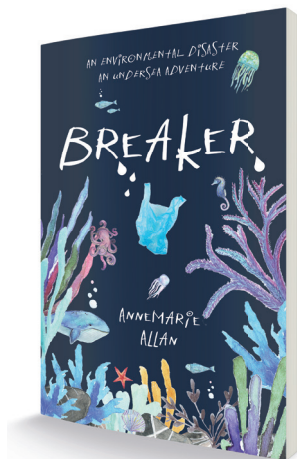
Ch10: Choose 2 tasks...

- Using **Who, What, Where, When*, Why, How** write a short summary of Ch10.
- Make a list of -ly adverbs in this chapter.
- Does the goalie always get the blame in football?

EXPLORE SOME MORE

Ch11:

- Find two words that show Tom isn't sure about joining the professor. (Clue: they both begin with 'd'.)
- What do you think the smugglers' tunnel would have been used for?



BREAKER CHAPTERS 9-12

CONNECT 4

Ch11:

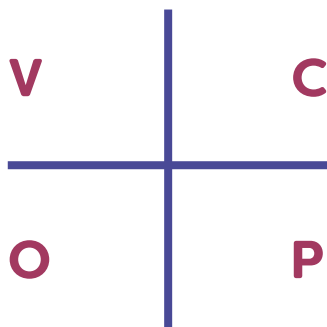
Who is braver? Who is wiser? Tom or Beth?

Would you have followed the professor? Why?/Why not?



EXPLORE SOME MORE VCOP Hunt

Ch12:



CREATE SOMETHING GREAT

Upcycle Challenge

'Have nothing in your house that you do not know to be useful, or believe to be beautiful.'

William Morris

Take an old, used plastic bottle. Transform it into something useful or beautiful.

CREATE SOMETHING GREAT

Imagine you are turning *Breaker* into a **stage play**. Write a **script** for a **scene** where Tom and Beth argue about going in Gaia or not.

Beth: Gaia belongs in the sea, Tom. We have to help.

Tom:

READ AND UNDERSTAND

Ch13:

The author uses a *metaphor* at the beginning of Ch13.

What is Gaia being compared to?
What effect does this have?



READ AND UNDERSTAND

Ch13:

Make a list of all the sealife that Tom and Beth see from Gaia.

What are the '*thin streamers of pure darkness*'?

EXPLORE SOME MORE

Ch14:

'Possession is nine tenths of the law.'

Explain this phrase—what does it mean? Is it true? Why?/Why not?

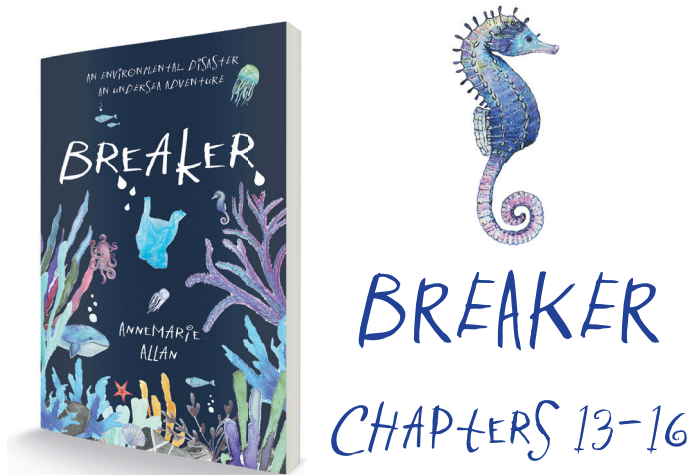
Draw a chocolate bar with ten squares in your jotter—show 9/10 (nine tenths) by colouring in.

REFLECT AND RESPOND

Ch14:

'...where dead men's fingers reached out towards them...'

What does this dream and this chapter ending suggest? How does it make you feel? Is it an effective ending? Why?



CONNECT 4

'The sea is not a bin.'

What can everyone do to make sure that single-use plastic doesn't end up in the sea?



GROUP CHAT

READ AND UNDERSTAND

Ch15:

- What two things does Beth say that she shouldn't?
- Why is Tom worried about the wind? and what would wind mean for the clean-up operation?

INFER WHAT'S NOT THERE

Ch16:

- What is the professor's plan with the mussels?
- Why is Beth avoiding Elsie?
- Why doesn't Dad want the professor speaking to Beth and Tom?

CREATE SOMETHING GREAT

Draw an underwater scene with sealife including scarlet, purple and orange **or**

Choose a creature that lives in the sea; draw a life-like sketch of it in pencil **or**

Write an 'ingredients' poem for your 'Perfect Day'

INFER WHAT'S NOT THERE

Ch17:

Why are Beth and Tom's minds '**full of fear**'?

Why does Beth suddenly hug her mum and why is her voice hoarse?



REFLECT AND RESPOND

Ch17:

Are you enjoying the story?

Who is your favourite character and why?

CONNECT 4

Ch18:

What will happen to the birds if there is an oil spill? How could they be saved?

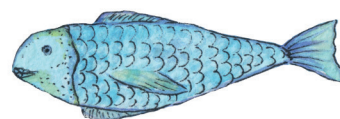
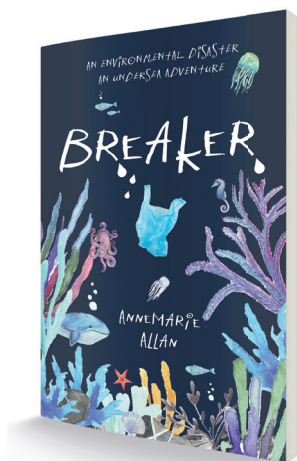
What would you do if you found a bird covered in oil?



REFLECT AND RESPOND

Ch18: The words '**serpentine**' and '**slithered**' are used to describe the rope. What does this remind you of? Is it effective?

Find and write definitions for:
serpentine
personification



BREAKER
CHAPTERS 17-20

INFER WHAT'S NOT THERE

Ch19:

What will happen next? Make a note of your predictions now then discuss them in your group.



EXPLORE SOME MORE

A '**shoal of fish**', a '**host of boats**', and a '**nest of tents**' are all **collective nouns** used in these chapters.

Make a list of **collective nouns** in your group—you may use Wikipedia to help you. What is your favourite collective noun?

A herd of... A flock of... A school of...

INFER WHAT'S NOT THERE

Ch20:

- What would it mean if the Bass Rock '**split into two instead of one**' on Tom's screen?
- Write a brief definition for each location on a ship: **port**, **starboard**, **bow**, **stern**

CREATE SOMETHING GREAT

Using the description in Chapter 18, draw a picture of the haunted house.

Write a few sentences underneath about who lived there and what they did.



EXPLORE SOME MORE

Ch21:



What does the phrase '*reverberating cacophony*' (p176) mean?

Write down your educated guess, then use a dictionary to check. Write a simple explanation in your jotter.

CONNECT 4

Ch21:

The professor has been knocked out.
The algae is oozing accross the floor.

What would you do in that situation?

GROUP
CHAT

EXPLORE SOME MORE

Ch21:

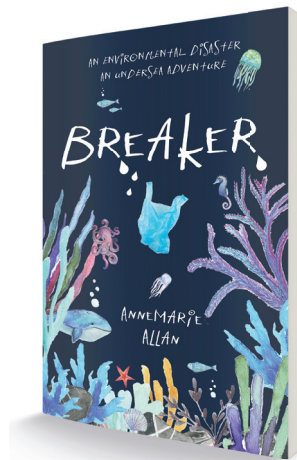
'There was almost no time left before they were flattened against the rock... *like an ant beneath a shoe*.'

Come up with some alternative *similes* for the one above.

READ AND UNDERSTAND

Ch22:

- How do Tom and Beth escape the sea?
- What is revealed about the red-bobble-hat woman?
- Is Tantallon Castle real? Find out three facts about it.



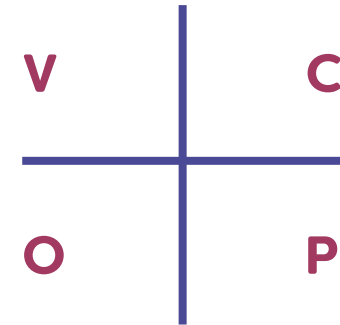
BREAKER

CHAPTERS 21-24

EXPLORE SOME MORE

Ch23:

VCOP Hunt



REFLECT AND RESPOND

Ch24:

- Would you rather join *Surfers Against Spills* or the diving club—or neither—explain your answer.

REFLECT AND RESPOND

Write a 'postcard review' for *Breaker*, like the ones you see in bookshops. Give three reasons to read it, or your opinions about the book. Use the brief plan below:

Intro sentence

- 1.
- 2.
- 3.

Conclusion



CREATE SOMETHING GREAT

Create a publicity campaign for POP about keeping Gaia. Use whatever method you wish e.g. advert, poster, social media, leaflet etc.

or



Design a logo and slogan for your school's own environmental protection activities.