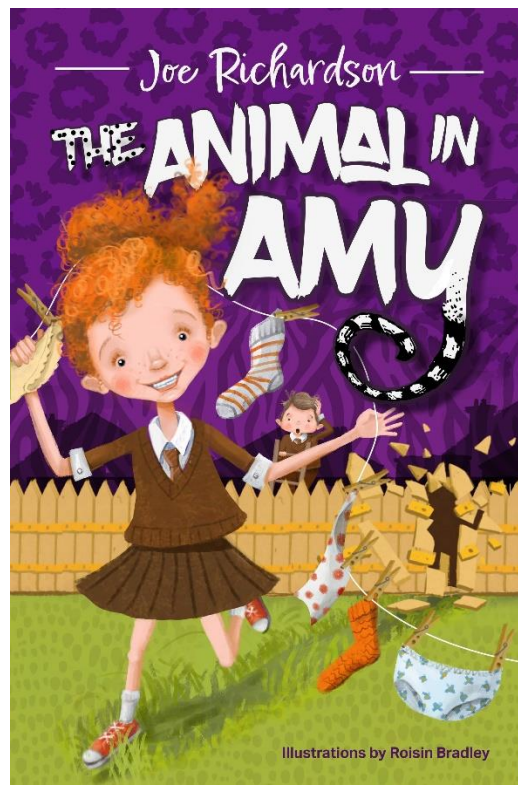


# The Animal in Amy

## Chapter by Chapter Comprehension Booklet



Name \_\_\_\_\_

## The Animal in Amy

### Comprehension Tasks and Activities

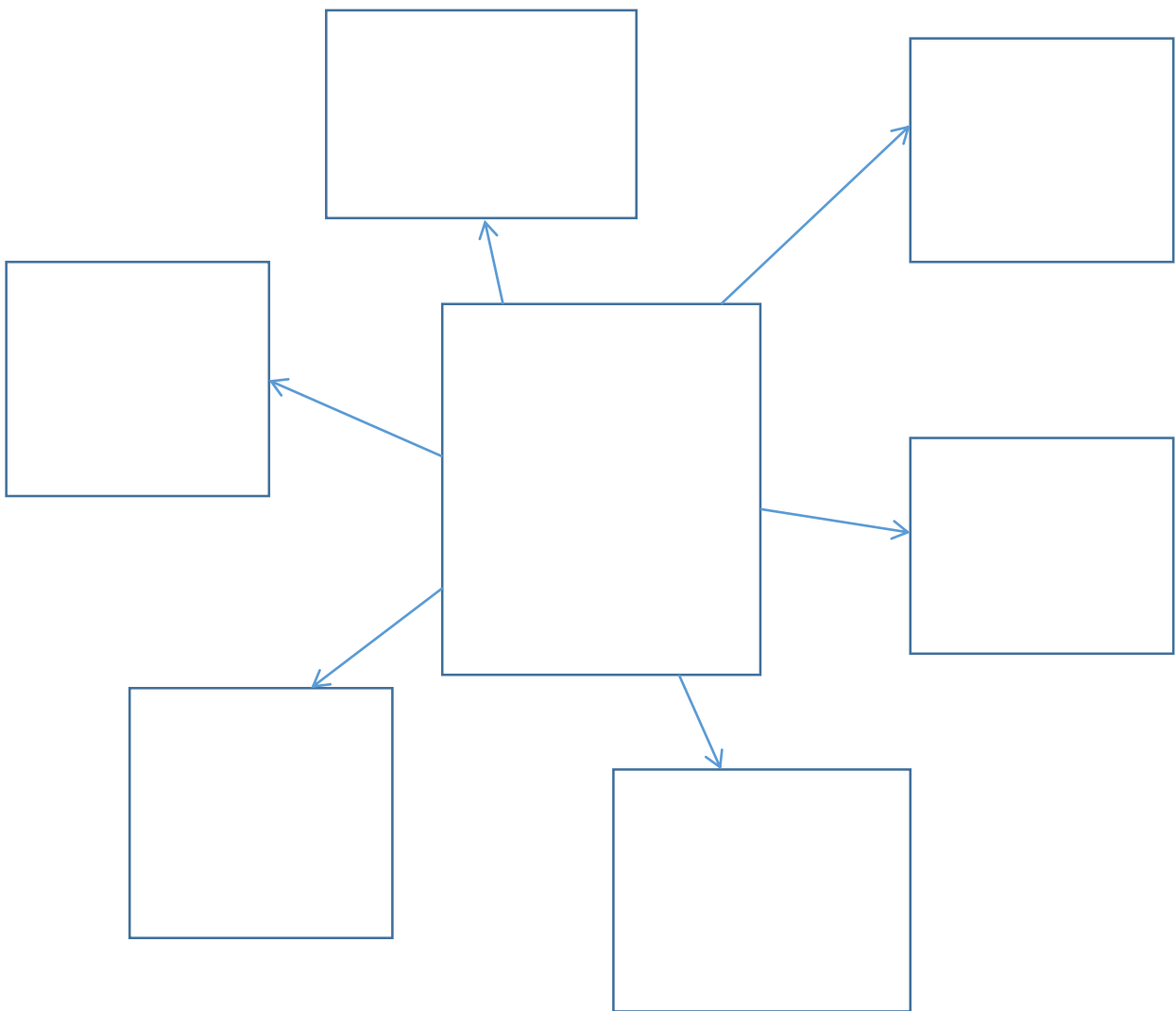
#### Chapters 1, 2 and 3

1. How did Amy feel when she was insulted on page one? How do you know?
2. When Amy kicked the football where did it finish up?
3. Find 6 verbs used in chapter one.
4. 'a collective gasp engulfed the playground' What does this mean?
5. How did Amy feel about her new school?
6. Describe Amy's new principal.
7. Define these three words - shrine, chortled and dainty.
8. What day did Amy start her new school and why?
9. Who was the original class teacher and what happened to her?
10. How many children were in Amy's class?
11. What golden rule did Principal Thomson and Miss Quinn share?
12. "It's a skill to control my emotions," she replied. "Think of five things you can see, four you can hear, three you can smell, two you can touch, then one deep breath."

Try using Amy's grounding technique now. Complete the table.

5 things you can see	
4 things you can hear	
3 things you can smell	
2 things you can touch	
1 deep breath	

13. We learn a lot about Amy in the first three chapters. Draw her in the centre box and write details in each box to describe her.



14. Imagine you had the power of invisibility, what would you do?

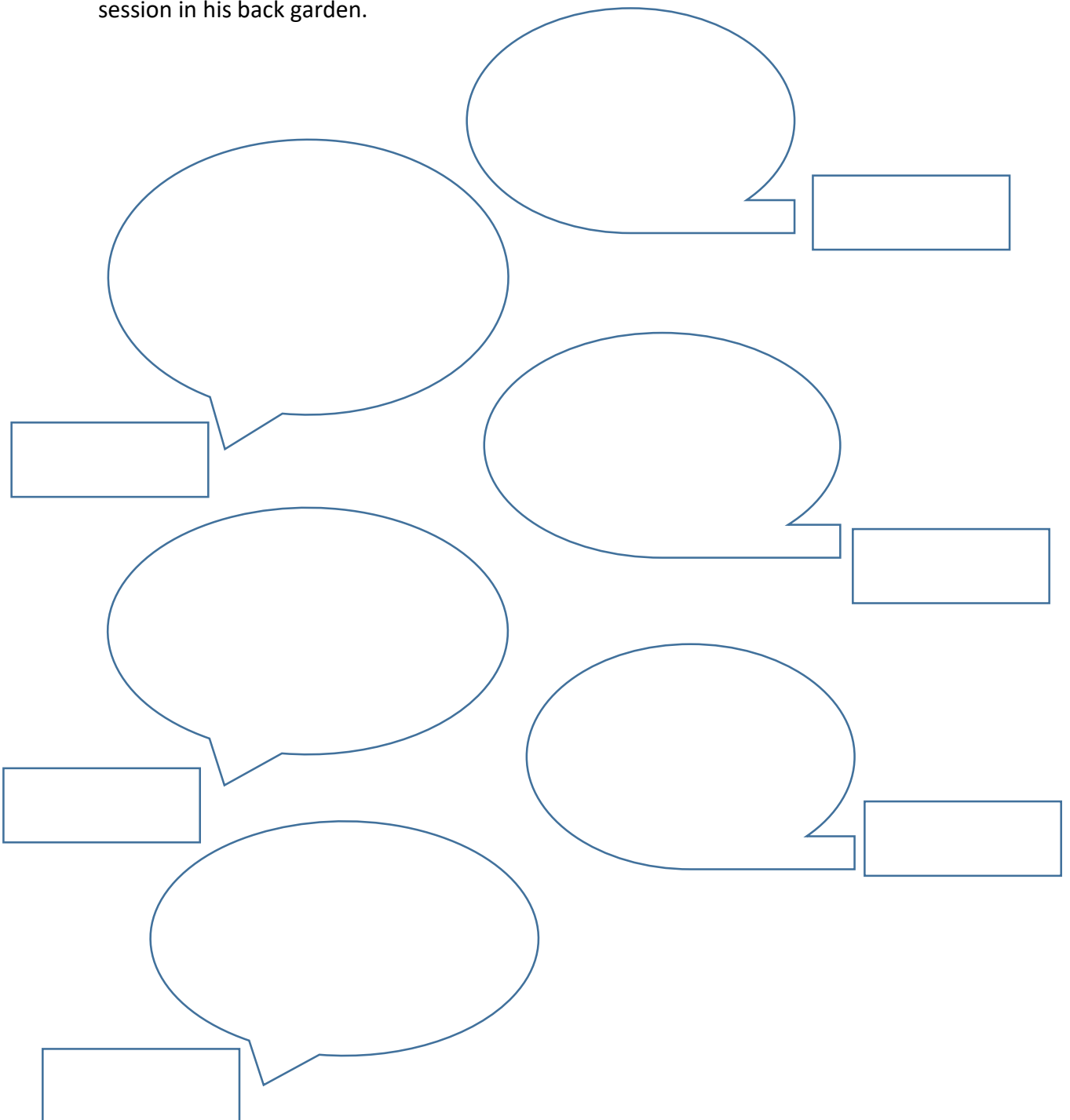
Chapters 4, 5 and 6.

1. "Tardiness will not be tolerated," bellowed Miss Quinn as Darren sauntered into the room. What does this line mean?
2. What is your favourite animal fact you have read in the book so far?
3. Use chapter 4 to complete the table

Nouns	Verbs	Adjectives

3. Principal Thomson 'narrowed his beady eyes and clenched a fist.' What does this tell us about his emotion?
4. Give a brief summary of Amy's first PE lesson or draw a scene from the PE lesson.
5. Define these words - unorthodox and incredulous.
6. Why was Amy apprehensive about revealing her secret / abilities to Jamie?
7. By the end of these three chapters, Jamie is really beginning to reveal his character. Tell me a little about him.

8. Who is the class bully? What has he done to make you think he deserves such a title?
9. How does Amy explain why she has been in so many different schools?
10. What topic in school do you think Amy finds difficult? (chapter 6)
11. Amy needs to be emotional to summon a super ability. How does she make herself emotional in Jamie's back garden?
12. Write a speech bubble conversation between Amy and Jamie following the training session in his back garden.



## Chapters 7, 8 and 9

1. Find 5 verbs from the first paragraph of chapter seven.
2. Apostrophes can be used to indicate possession. Add the missing apostrophes in the line below.  
  
'The cars engine was matched only by the sound her tummy was making. She regretted not eating Jamies sandwich.'
3. Who was Seamus and what happened to him?
4. What insect did Amy compare her jumping ability to and why?
5. Adverbs give more detail about a verb. In this sentence, frantically is the adverb. 'She frantically climbed inside and ran down the stairs, through the sitting room and towards the kitchen.'

Find 5 more adverbs used in chapters 7, 8 or 9.

6. Describe Principal Thomson's behaviour in chapter eight. Do you think Amy is right to be fearful of him?
7. A simile compares one thing to another and uses the words 'as or like'. For example - as strong as a lion.

Look in chapter eight and find a simile used to describe Principal Thomson's behaviour.

8. Complete the sentences below using - they're, there or their.  
  
\_\_\_\_\_ are so many facts that Amy knows about animals. She even possesses some of \_\_\_\_\_ abilities. Jamie thinks \_\_\_\_\_ like having super-powers.
9. Before escaping Principal Thomson's house, what was the last thing Amy did? Why do you think she did this?
10. Describe the prank Jamie and Amy played on their principal.
11. Circle all the verbs in this extract: Once the car door had slammed and the engine purred off down the road, Amy and Jamie fell about with laughter. Clutching their bellies, they rolled about for so long they were nearly late for school.



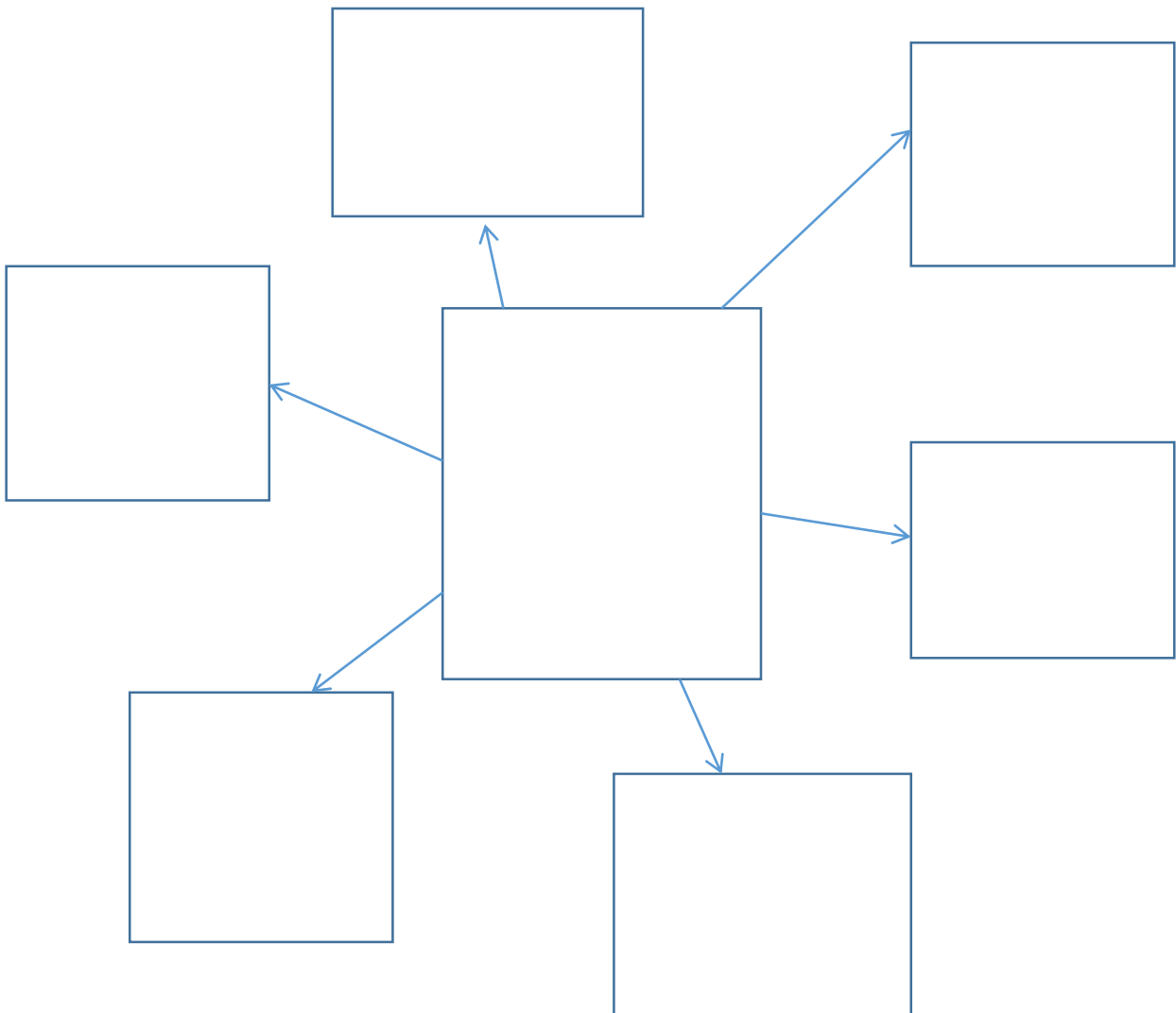
Chapters 10, 11 and 12

1. What does this line tell you about Principal Thomson's state of mind - 'His left eye was twitching, he was foaming at the mouth and his usual gravelly voice was thin and high pitched.'
2. What do you think was happening to all the children?
3. Define these words- oblivious, boisterous and piqued.
4. What had Jamie running faster than he's ever ran before?
5. An author likes to use a wide and varied vocabulary to keep the story interesting. This is especially the case when using the word 'said'. Look through chapters 10, 11 and 12 and find the synonyms of said that the author has used.


6. Why do you think Amy put her hand out for Seamus to sniff?
7. In chapter eleven the true villain of our story is revealed, who is it? Did you have any suspicions?
8. Why does 'two weeks' become very relevant in chapter eleven? And why does this frighten Amy?
9. Alliteration is when a few consecutive words in a sentence begin with the same sound. Can you find some alliteration in chapter eleven?
10. Why didn't Amy and Jamie take a brownie from Miss Quinn?
11. Amy needs her emotions to evoke a 'super-power'. How did she manage to become invisible again? And why did she need to become invisible?
12. Describe what Miss Quinn was doing with the children and how she was getting away with it.
13. Amy used her power of invisibility to treat a few bullies in class a lesson. What did she do and why?
14. Why did Amy recognise the laptop Miss Quinn was using?

Chapters 13, 14 and 15

1. Why was it an advantage to Miss Quinn that she lived close to the school?
2. What does this phrase mean - 'to hide in plain sight.'
3. We have learned a lot about Jamie by this point in the story. Draw him in the centre box and write details in each box to describe him - behaviour, personality, likes, dislikes.



4. When Miss Quinn appeared at her house, how did she look different?
5. Why had Miss Quinn kept Amy's hair clippings?

6. What does this line tell us about how Amy was feeling? - 'Amy gulped and began twisting her hair around her fingers.'

7. How did Amy and Jamie get into Miss Quinn's house?

8. What are the only four big cats that roar?

9. How did Jamie know the animals understood him?

10. What was different about Conor when he was discovered?

11. Who first noticed that Miss Quinn was back in the house?

12. Where did Jamie and Amy hide?

13. Circle the correct spelling:

She was much **too** / **to** busy freeing the **pear** / **pair** of animals labelled as adults.

14. What did Amy and Jamie argue about?

15. What was unusual about the chocolates Clare and Cleo took from Amy and Jamie?

## Chapters 16, 17 and 18.

1. By the time we reach these chapters it is clear that the villain of our story is indeed Miss Quinn. Think back to the early chapters, what clues and actions suggested she was the antagonist all along.
2. Why do you think Amy believed it would be fine for her to eat the donuts?
3. What does this line tell the reader? - The colour drained from Jamie's face. He sat in his chair like a marble statue.
4. Draw a scene from chapter 16 when Miss Quinn tried in vain to capture Mrs Gallen the mouse.
5. Define these words - brazen, innate and muted.
6. Who was brought to Miss Quinn's house with Amy?
7. Why did Miss Quinn regularly spray perfume on herself?
8. How did Jamie help Amy to escape? And how did Amy feel about this? How do you know?
9. Why did Amy ask Jamie to put the injections into his bag?
10. How did chapter 18 end?

Chapters 19, 20 and 21

1. Why did Amy believe the open door was a trap?
2. Why did Amy not have any goose bumps? Do you think there is any advantage to having such an ability?
3. Use your knowledge of the story so far and write a true or false quiz for a friend.

Question	True	False

4. What does this line tell us? - The only sound present was that of her knocking knees.
5. Why did Amy's 'powers' stop working?
6. Define this word - disdainfully
7. What does Miss Quinn compare Amy's power of invisibility to?
8. Why is a Hercules beetle amazing?
9. In these three chapters it is revealed why Miss Quinn has been taking children from school. What has she been doing?
10. What is Jamie turned into?
11. Why does Miss Quinn believe she won't get caught?

12. What is inside the vial? What is the serum?
13. Give an interesting fact about armadillos.
14. How does Amy trick Miss Quinn in to going to her parent's garage?
15. Without any of her abilities, how did Amy and Jamie manage to escape?

Chapters 22, 23 and 24

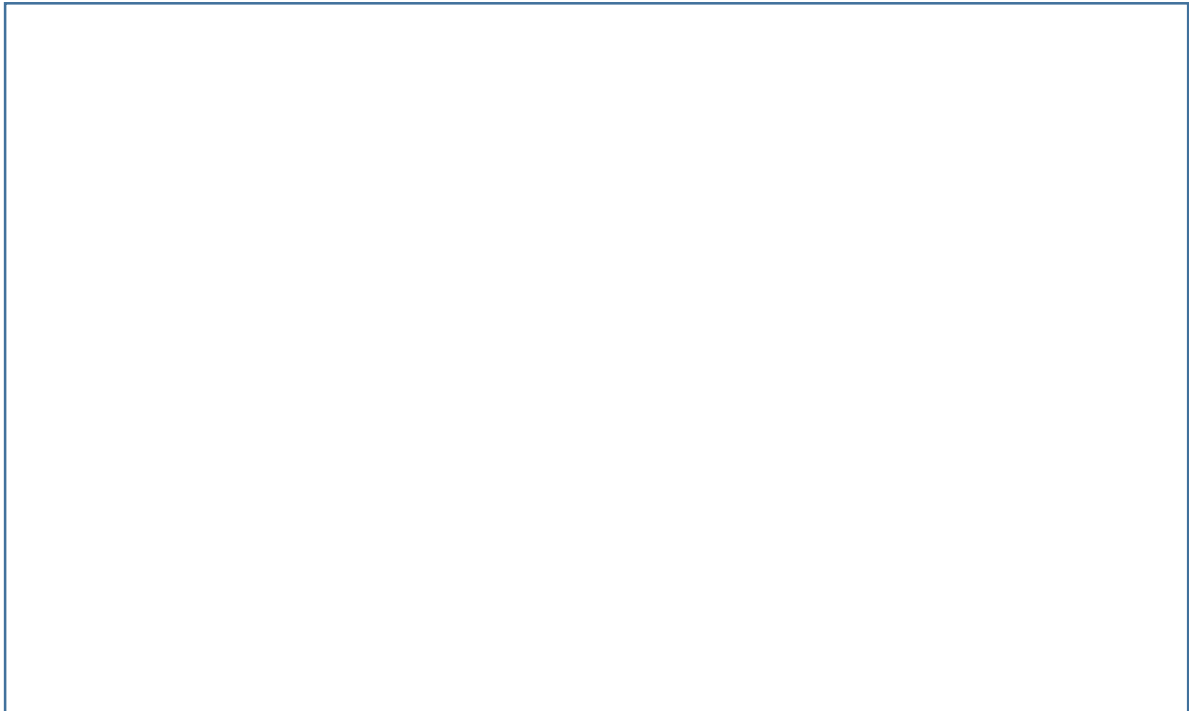
1. How did Amy and Jamie get to Amy's house quickly?
2. A few similes are used in chapter 22, find one and write it out.
3. As you approach the last few chapters of the story, now might be a good time to complete this task. Think of a new title for the book. Explain why you chose it.

4. As Amy was trapped in the chest freezer, she knew her powers hadn't come back yet, how did she know?
5. What is Miss Quinn's forename?
6. Why had Amy's Mum and Dad stopped working with Miss Quinn?
7. Draw a scene from one of these three chapters.
8. Give an interesting animal fact you learned during chapter 24.
9. Where did Jamie keep the vials of serum?
10. What happened to Miss Quinn when she was injected?
11. Complete the sentences below - use to, too or two.

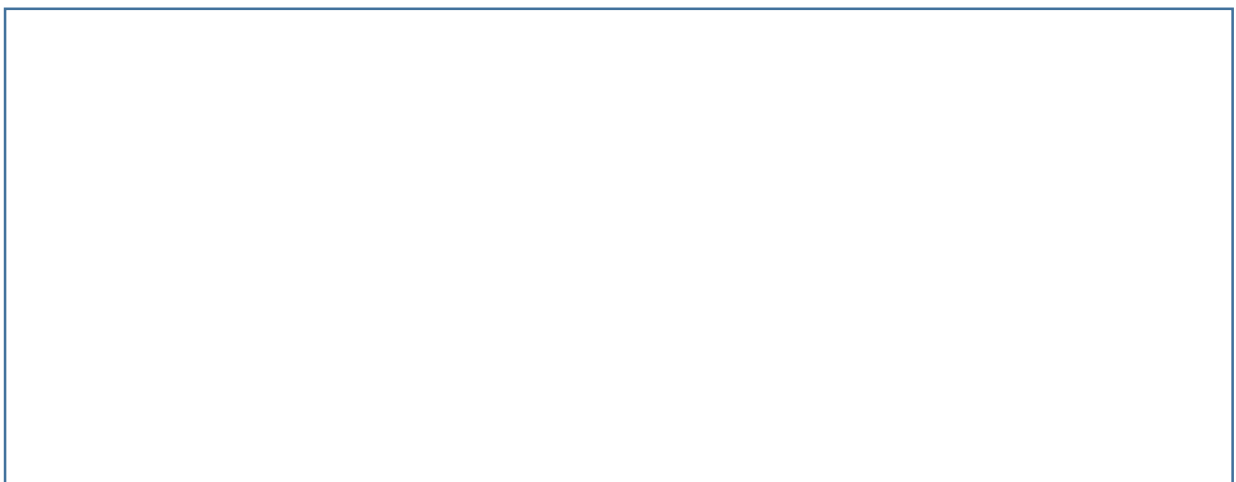
The \_\_\_\_\_ friends managed \_\_\_\_\_ work together and rescue the missing children. Jamie just wished he \_\_\_\_\_ had superpowers.

Chapters 25 and 26

1. Is there any way that you can tell when it is Mum speaking to Amy?
2. How did Dad manage to have the same animal abilities as his daughter?
3. Who has been your favourite character throughout the story and why?
4. Write an alternative ending to the story



5. Write a new and better blurb for the book. Remember don't give away the ending.



## Book review

Name \_\_\_\_\_

Date \_\_\_\_\_

What was the name of the book that you read?

\_\_\_\_\_

Who was it written by?

\_\_\_\_\_

What was the book about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Did you enjoy it? Why, or why not?

\_\_\_\_\_

\_\_\_\_\_

Would you recommend this book to a friend?

\_\_\_\_\_

Three words to describe this book

Star rating (out of ten)