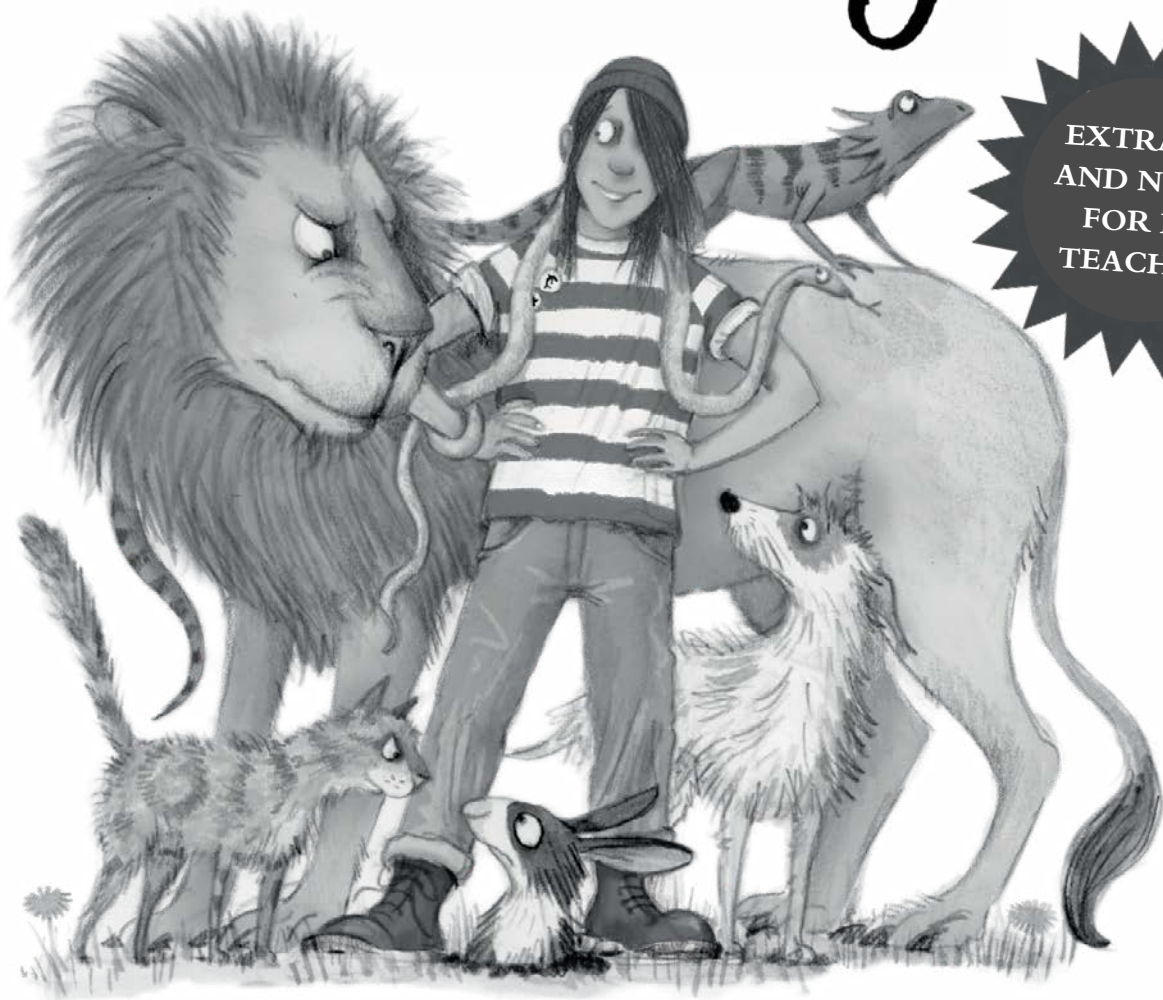




# Evie and the ANIMALS

Matt Haig



Illustrated by Emily Gravett

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# INTRODUCTION



*Evie and the Animals* and *Evie in the Jungle* by Matt Haig are suitable for teaching to children aged 8+. The six extracts included in this Teachers' Pack are linked to important themes in the stories and accompanied by corresponding discussion questions and activities. Together, they provide the perfect resource for KS2 classes – developing literacy and writing skills, and stimulating discussions around the animal kingdom, Evie's supertalent, protecting the environment, empathy and kindness, as well as saving our jungles and their creatures.

## CONTENTS

### Evie and the Animals

#### EXTRACT 1: PAGE 4

##### The Animal World

(taken from *A Special Child*)

**OBJECTIVES:** Match up animals with facts about them; paint a picture of your favourite animal, labelling it with defining characteristics and features.

**SUBJECTS:** Literacy, Science, Design, Art and Technology

#### EXTRACT 2: PAGE 7

##### Evie's Supertalent

(taken from *A Special Child*)

**OBJECTIVES:** Act out scenarios in which a pet can communicate with its owner; write a letter to your owner from the perspective of a pet.

**SUBJECTS:** Drama, PSHE, Speaking and Listening, Creative Writing: Writing in Role, Writing a Letter

#### EXTRACT 3: PAGE 10

##### Protecting the Environment

(taken from *The Girl from the Jungle*)

**OBJECTIVES:** Consider the negative impact humans have had on the environment; design a leaflet persuading the public to do more to help protect the environment and the natural habitat of animals.

**SUBJECTS:** Literacy, Science, Geography, Creative Writing: Writing to Persuade

### EXTRACT 4: PAGE 13

#### Kindness

(taken from *A Good Life*)

**OBJECTIVES:** Design an acronym of your name using positive personal traits and talents you possess; create a storyboard of a time you made the world a better place for a person, animal or the environment.

**SUBJECTS:** Design, Art and Technology, Literacy, PSHE

### Evie in the Jungle

#### EXTRACT 1: PAGE 17

##### Jungle Habitats

(taken from *A Sloth Called Ah*)

**OBJECTIVES:** Create a set of 'Top Trumps' cards for a number of different jungle creatures; play two games of 'Top Trumps' with different partners.

**SUBJECTS:** Literacy, Art, Design and Technology, Geography, Science

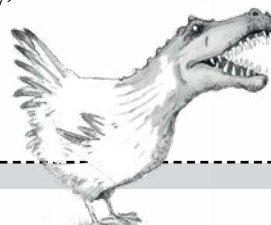
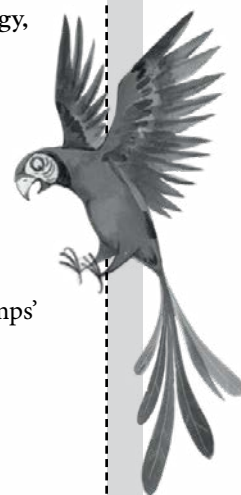
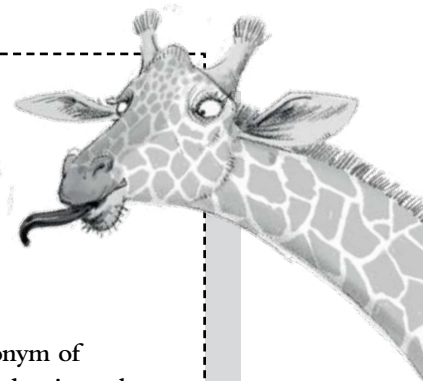
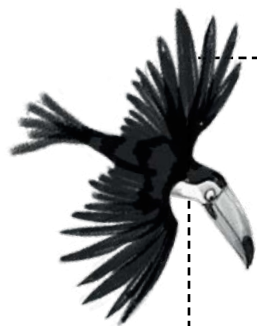
#### EXTRACT 2: PAGE 21

##### Becoming a Jungle Saviour

(taken from *Evie Saves the Jungle*)

**OBJECTIVES:** Write the script of an interview with a jungle creature; act out your interview with a partner in order to consider the perspective of an endangered species.

**SUBJECTS:** Literacy, PSHE, Citizenship, Science, Geography, Drama



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# ABOUT the BOOKS

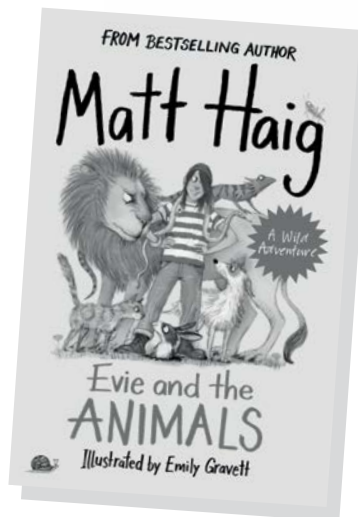


## WHEN EVIE TALKS TO ANIMALS . . . THEY TALK BACK.

Eleven-year-old Evie has a talent: a supertalent. She can **HEAR** what animals are thinking.

She promises to keep it top secret, but then an evil pet-thief strikes.

Every animal in town is in danger and only by **DARING TO BE HERSELF** can Evie save her furry and feathered friends.



## EVIE IN THE JUNGLE – WORLD BOOK DAY 2020 A TRULY WILD ADVENTURE!

Twelve-year-old Evie has a talent. She can **HEAR** what animals are thinking and she can **TALK** to them with her mind. When Evie goes on a trip to the Amazon rainforest, her powers are put to the test.

She makes friends with pink river dolphins, must save an injured sloth, and discovers the secret life of a jaguar. Soon she sees the jungle is in serious and deadly danger. And comes up with a rather risky plan to help save it...

A brilliant new story for World Book Day 2020 from bestselling author **Matt Haig** featuring Evie from *Evie and the Animals* and with illustrations by the award-winning **Emily Gravett**.



## ABOUT THE AUTHORS

As well as being a number one bestselling writer for adults, **Matt Haig** has won the Blue Peter Book Award, the Smarties Book Prize and been nominated three times for the Carnegie Medal for his stories for children and young adults. He has sold more than a million books in the UK and his work has been translated into over forty languages. In 2018, *The Truth Pixie* was a *Sunday Times* children's bestseller.

**Emily Gravett** is an award-winning writer and illustrator. She won her first CILIP Kate Greenaway Medal with the picture book *Wolves* and received the award for a second time with *Little Mouse's Big Book of Fears*. Emily lives in Brighton with her family and their two dogs.



Image by Kam Lailay



Image by Mik Gravett

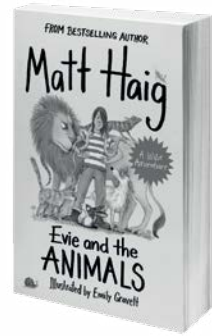


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## Extract 1: *The ANIMAL WORLD*



*Extract from 'A Special Child' – pages 1–2*

“Once there was a girl called Evie Trench. Evie was not a normal child. She was a ‘special’ child. That’s what her dad said. Special.

Evie often thought it would be a lot easier to be a normal child than a special child, but there you go. She was *special*. And the reason for this was . . . Well, it was complicated. Evie didn’t really understand it herself. Before we get on to her specialness, let’s start with a simple fact. Evie liked animals. Of course, lots of people like animals. But Evie liked *all* animals. Not just the cuddly ones.

She liked dogs and cats, yes, of course, but also cockroaches, snakes, bats, vultures, hyenas, sharks, jellyfish and green anaconda snakes. She liked every animal. Well, apart from the Brazilian wandering spider – the deadliest spider in the world – which even Evie found hard to love, for reasons that will become clear. But, as a general rule, if it lived, she liked it. And she knew everything about the animal world. As much as anyone. There were probably professors of Animal Biology at extremely clever universities who knew less than her. By the time she was six years old she had read more than three hundred books on the subject.’

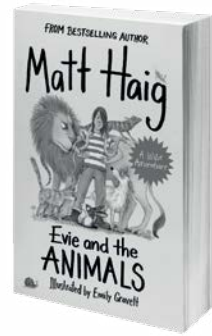
### DISCUSSION QUESTIONS:

1. What is your favourite animal and why? Which are the most popular animals in your class?
2. Which animals does Evie like? Why is this unusual?
3. Why might Evie find it ‘hard to love’ the Brazilian wandering spider? How is it described?
4. Why is it important to care about all animals, not just cats and dogs?
5. How does Evie know so much about ‘the animal world’? Why is this impressive?



## Activity 1: ANIMAL FACTS

SUBJECTS: *Literacy, Science*



Evie cares for all animals, not just cats and dogs, and has spent many years researching them.

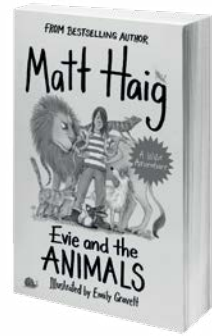
Using the table, match up some of the animals that are mentioned in extract 1 with facts about them. To really show off your knowledge of the animal world, work with a partner to include any other facts you know in your table.

ANIMAL FACTS	Which animal does the fact belong to? <i>Snake, jellyfish, bat, vulture, hyena or shark?</i>
1. Around 600 species of this animal are venomous. Many of them swallow their victims whole.	ANIMAL: EXTRA FACT I KNOW:
2. Known as 'scavengers', these birds are in danger of becoming extinct.	ANIMAL: EXTRA FACT I KNOW:
3. They eat thousands of insects every night, including mosquitoes!	ANIMAL: EXTRA FACT I KNOW:
4. The 'Great White' is one of the most famous predators on earth.	ANIMAL: EXTRA FACT I KNOW:
5. This animal looks similar to a dog. They are intelligent, skilled hunters.	ANIMAL: EXTRA FACT I KNOW:
6. This animal has no brain and is largely made out of water.	ANIMAL: EXTRA FACT I KNOW:

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## Activity 2: *My* FAVOURITE ANIMAL

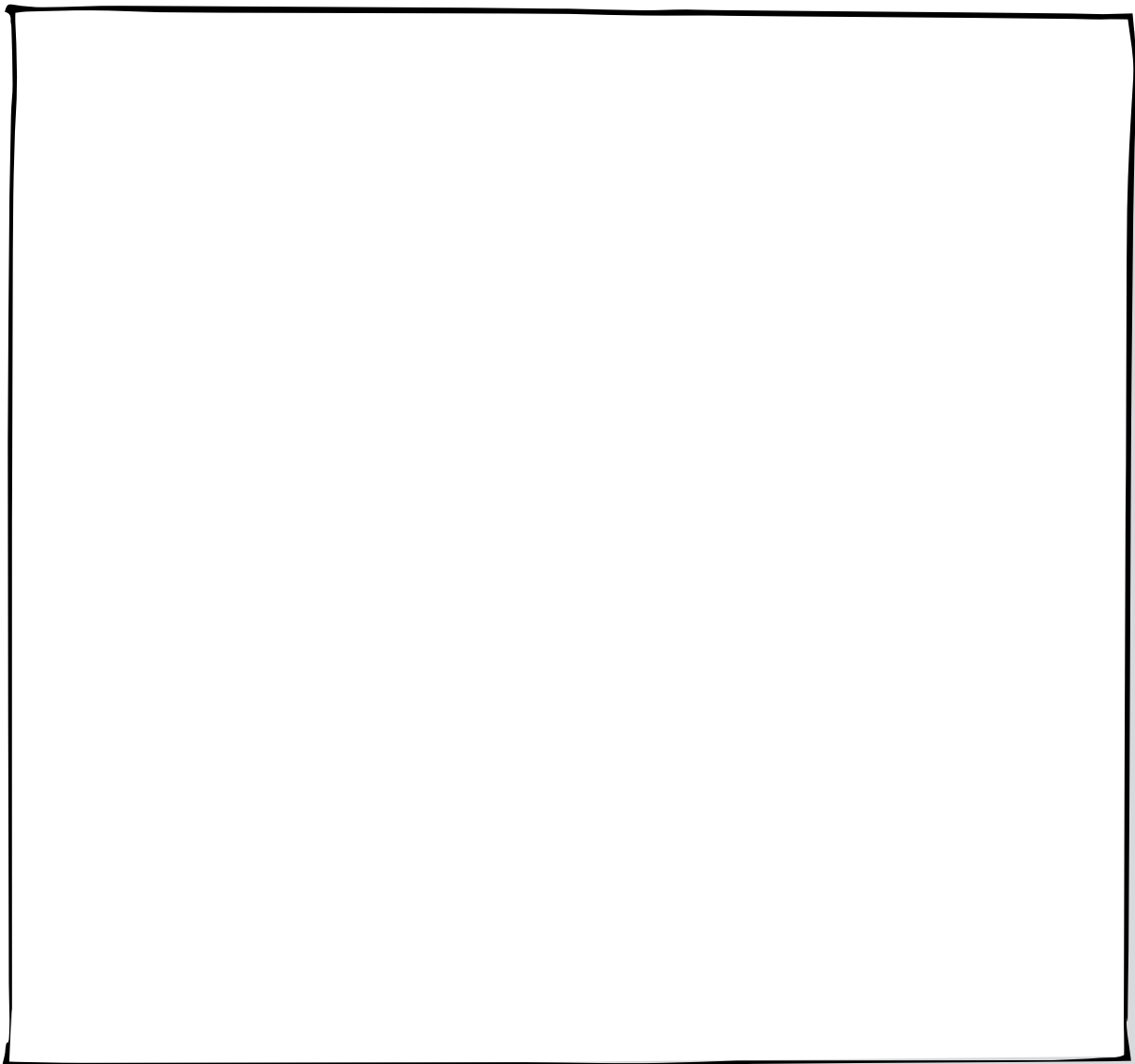


SUBJECTS: *Design, Art and Technology, Literacy, Science*

Using all that you know and have learnt about animals, choose your favourite animal in the world. It might be that you choose one of the animals that is mentioned in the text.

*Note: it can't be a cat or a dog!*

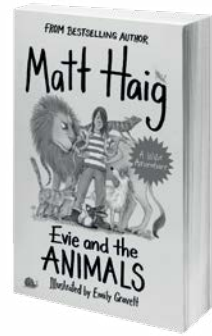
Paint your animal leaving some space so that you can label it afterwards. Once it has dried, write a few words labelling your painting with what makes your animal so special and why you have chosen it as your favourite.



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## Extract 2: EVIE'S SUPERTALENT



*Extract from 'A Special Child' – pages 3–4*

'But Evie didn't just *like* animals. She didn't just know *facts* about them. She also had a very special skill. A very unusual skill. The skill was this: she could HEAR what animals were thinking. And sometimes she could get animals to hear what she was thinking. Without moving her lips or making a sound, Evie could talk to animals. Evie had no idea how or why she could hear animals. She just could. And, as she got older, it seemed to be happening more and more often. And it was the best thing ever. It was her very own secret superpower. She had only ever told one person she could do this. Her dad. And he'd said that she must never tell anyone about it. Ever.'

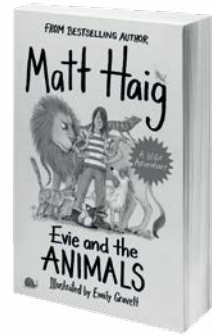
### DISCUSSION QUESTIONS:

1. What is Evie's 'very special skill'? Why is this described as 'unusual'?
2. What does the word 'empathy' mean? How might Evie's skill help her to empathise with animals?
3. Would you like to possess this skill? Explain why or why not.
4. Why do you think Evie has only told her dad about it? Why doesn't she tell more people?
5. If you could have one 'supertalent', what would it be and why?





## Activity 1: COMMUNICATING *with* ANIMALS



SUBJECTS: *Drama, PSHE, Speaking and Listening*

Imagine what animals might say to their owner and vice versa if they had the chance. If you have pets of your own, use them as inspiration or you can get ideas from the extract to help you.



Get into pairs with one of you acting as an owner and one of you acting as their pet.

Then, take it in turns pretending to be the following animals:  
**CAT, BUDGIE, GOLDFISH, DOG.**



**AFTER YOU HAVE BOTH ACTED OUT 2 OF THE ANIMALS, DISCUSS;**

**Does this activity make you think more about what it is like to be a pet?**

.....

.....

.....

.....

**Will you treat your pet differently after this exercise?**

.....

.....

.....

**Why?** .....

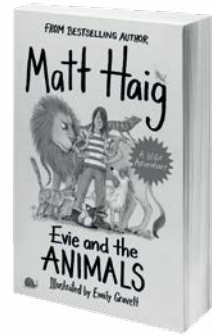
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## Activity 2: LOOK WHO'S TALKING!



**SUBJECTS:** *Creative Writing: Writing in Role, Writing a Letter, PSHE*

Using Activity 1 to get some ideas, write a letter to your owner from the perspective of a pet.

In your letter, you may wish to include descriptions of; what it feels like to be a pet; what makes you happy or sad; what makes a good owner; what you would change about your living conditions or routine if you could.

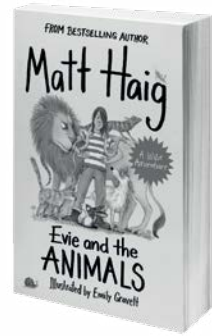
Read some of these letters out as a class. Discuss any common ideas or themes that come up. Consider issues such as: what makes a good owner? How might the world change if we could communicate with animals?

A large rectangular box with a thick black border, containing 15 horizontal dotted lines for writing.

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## Extract 3: PROTECTING *the* ENVIRONMENT



Extract from 'The Girl from the Jungle' – pages 61–63

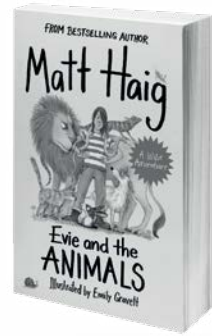
'Evie nodded in a daze. She couldn't believe there was still more to find out. She stared down at the birth certificate in her trembling hands. "Your mum had the Talent, Evie. Animal telepathy. Just like you, and she was hearing all the animals. The animals told her terrible stories about the humans who were destroying their land. And she helped them. She told the animals what was happening and where to hide. She was a hero to the people who wanted to save the rainforest. But other people didn't like her. The business people. The loggers. The cow farmers. And one man in particular *really* didn't like her."

### DISCUSSION QUESTIONS:

1. What important information does Evie learn about her mum in this extract?
2. Who wants Evie's mum to stop what she is doing and why?
3. Why do animals need our help and protection? What is happening to their homes and land?
4. What can be done to protect animals and their environment?
5. Why is protecting the environment everyone's responsibility? What will happen if we don't take action?



## Activity 1: HUMAN IMPACT



SUBJECTS: *Literacy, Science, Geography*

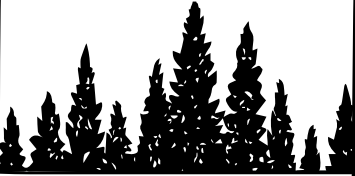





A major theme in the text is how humans have damaged and even destroyed the environment, including the natural habitat of many animals.

Using the table and the extract for ideas, make notes on some of the negative impacts that humans have had on the world and what can be done about it.



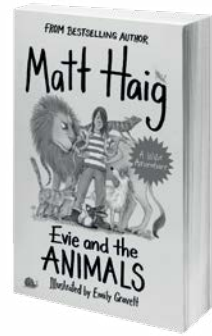
When completed, go through each human impact as a class to see if there is anything else you can add to your table. Including as much detail as possible will help you with Activity 2!

HUMAN IMPACT	What are the negative effects of this on animals and the environment?	What can be done to protect animals and the environment?
<b>DEFORESTATION</b> 		
<b>PLASTICS &amp; OTHER NON-BIODEGRADABLE GOODS</b> 		
<b>POACHING</b> 		
<b>CLIMATE CHANGE</b> 		

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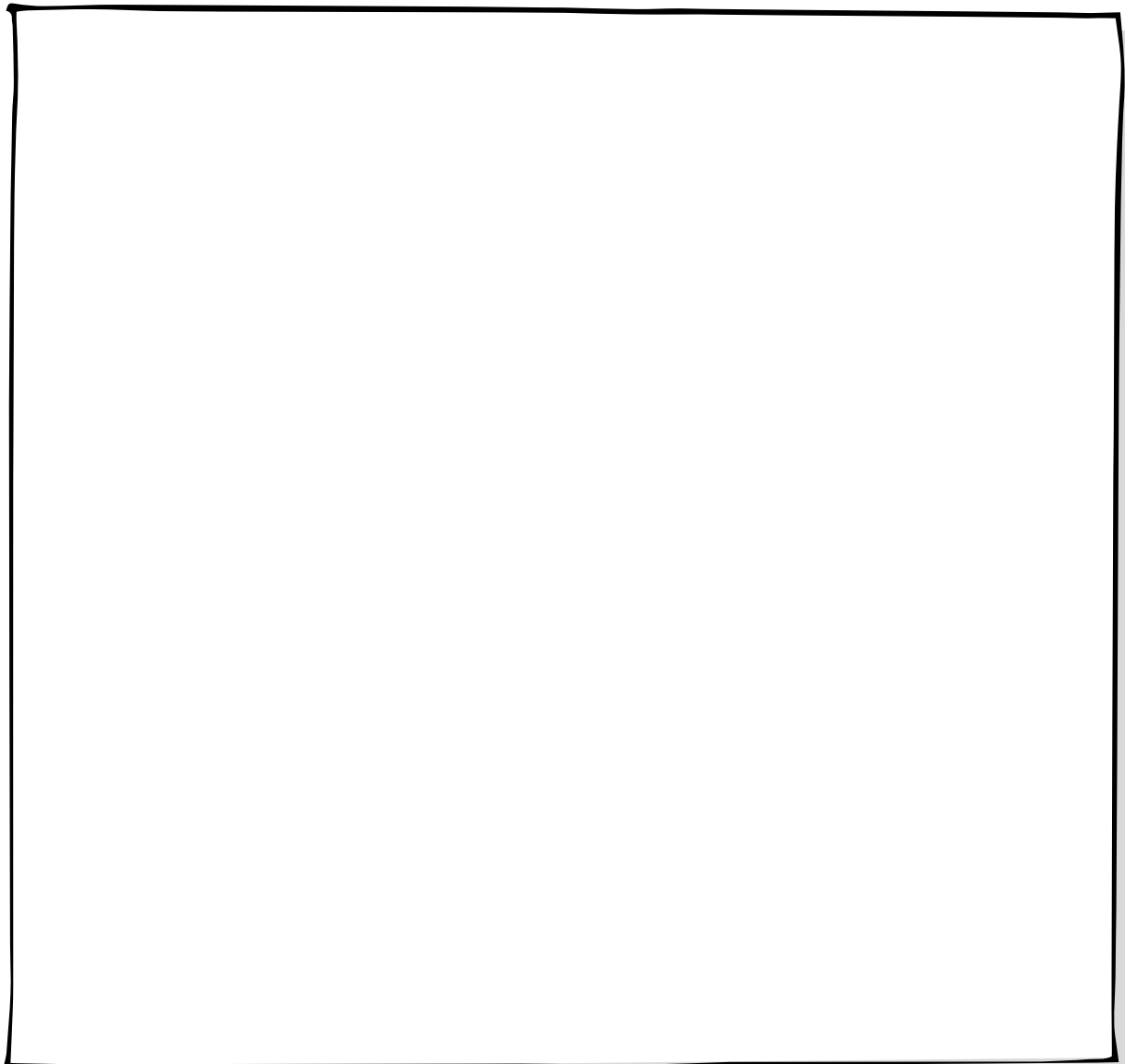
## Activity 2: CREATING a LEAFLET



**SUBJECTS:** *Science, Geography, Creative Writing: Writing to Persuade*

Create a leaflet to raise awareness about how human beings are negatively impacting the earth and the natural habitats of animals. In it, you will persuade people to do more to protect the environment.

Make your leaflet as eye-catching and informative as possible by using colour and illustrations, as well as your notes and discussions from Activity 1.

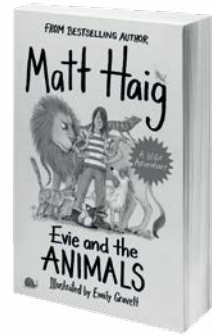


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## Extract 4: KINDNESS



*Extract from 'A Good Life' – pages 238–239*

'Granny Flora smiled her soft twinkly-eyed smile at Evie, her teeth stained with tea and liquorice.

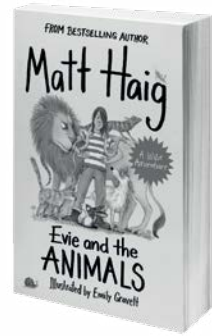
"Your real talent isn't talking to animals, Evie," she said after a while. "It's kindness. That's what made you stronger than Mortimer in the end. Kindness is a boomerang. You throw it out and you get it back. You had done kind things in the world, and you had been rewarded with kindness in return." Evie smiled a little. "Thanks, Granny." "Well, think about it. You were kind to that rabbit, and she then helped us escape. You helped that snake, and it saved your life. *Our* lives. You were kind to Scruff when you helped his poorly paw, and now he loves you. You were kind to Beak, and he pooped on your enemies . . ." She placed her cup of tea down and picked up Plato. "Your mother would be proud of you." Evie's dad was watching from the doorway. "Yes, she certainly would."

### DISCUSSION QUESTIONS:

1. What does Granny Flora believe Evie's 'real talent' is?  
Why is this a brilliant talent to have?
2. What is a boomerang? What does Granny Flora mean when she says that 'kindness is a boomerang'?
3. How does Evie's kindness help animals throughout the text?  
Pick out some examples.
4. Do you agree that Evie's mother would be proud of her?  
Explain your ideas.
5. As well as kindness, what other important personal traits and talents does Evie possess?



## Activity 1: REAL TALENTS



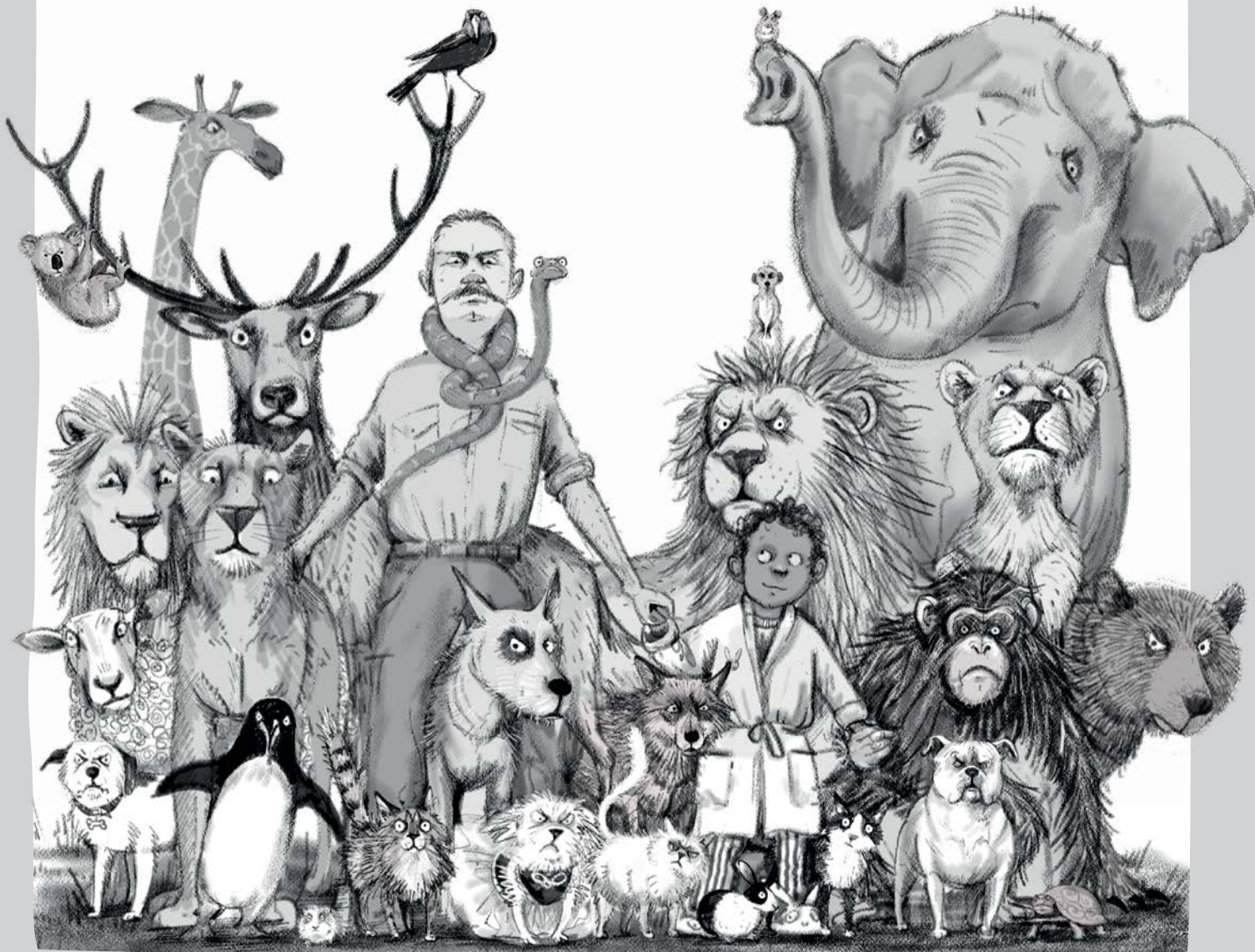
SUBJECTS: *Design, Art and Technology, Literacy, PSHE*

On a coloured piece of card, write your name down the left hand-side in big letters.

*Note: If your name is short, for example 3 letters long, you may wish to include your middle name or use your surname instead.*

Use your name as an acronym for positive personal traits, characteristics or talents you possess or would like to develop as you get older. For example, K = Kindness, B = Bravery.

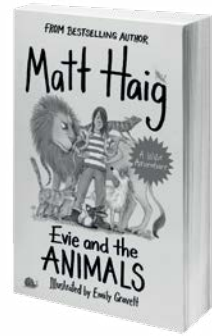
Decorate your card with symbols, colours, and anything else that you associate with these traits and talents.



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## Activity 2: STORYBOARD



SUBJECTS: *Design, Art and Technology, Literacy, PSHE*

Think about how your traits, characteristics and talents help to make the world a better place for humans and/or animals. Then, try to think of an example of a time you have shown one of these traits.

Create a storyboard showing step-by-step how this trait or talent had a positive impact on people, animals or the environment.

Underneath your sketches, write a few words explaining what is happening at that stage in the story. For example, it could be feelings or emotions that people or animals are experiencing, or it could be a setting like school, the park, or at home.

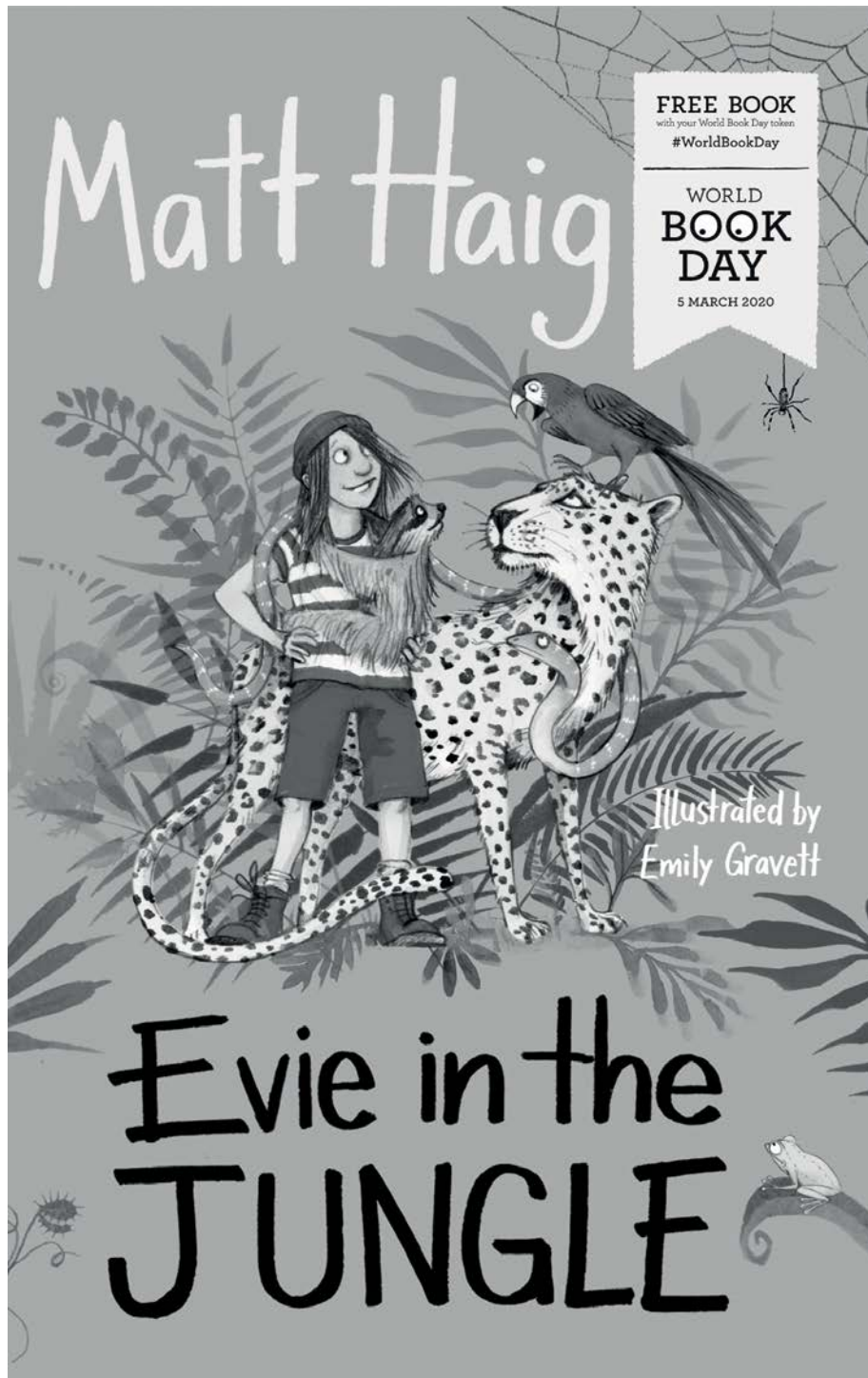
Swap your storyboards with a partner so that you can learn from each other's experiences.


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If you loved *Evie and the Animals*, why not read about her next adventure, exclusively for WORLD BOOK DAY 2020 ...







## Extract 1: JUNGLE HABITATS



*Extract from 'A Sloth Called Ah' pages 27–28*

“Is there anything we can do to stop this happening? All this destruction?” Evie asked Ernesto.

“It is very difficult. They keep clearing the land to make roads and farms. To plant soy or graze cattle. Cows! In the jungle! I like cows but the Amazon wasn’t made for cows and greedy farmers. There are some laws that should protect the land, but they are broken all the time. The government doesn’t care. They just care about money. It is a crime. They don’t care about the tribes who live here. They don’t care about the rainforest animals. They don’t care about nature. And they don’t care about the planet or the air we need to breathe. It is so sad.”

He looked close to tears.

“So, so sad,” said Barbara.

Evie’s dad tried to comfort Ernesto.

“But there are people trying to stop this. Around the world. And especially here in South America. Isn’t that true?”

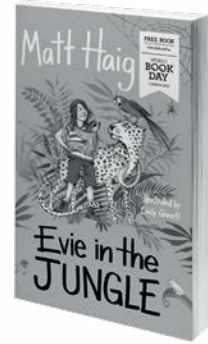
Ernesto sighed. “Yes, it is true. But it is a hard fight.”

### DISCUSSION QUESTIONS:

1. What is a ‘jungle habitat’? Why is Ernesto so upset in this passage?
2. Can you think of some ‘rainforest animals’ that might be in danger? Give examples.
3. What does Ernesto mean when he says the government only ‘care about money’? Explain your ideas.
4. Why are rainforests important for ‘the air we need to breathe’?
5. What ‘laws’ would you like to see put in place to help protect jungle habitats and their creatures? Give examples.



## Activity 1: CREATURES of the JUNGLE



**SUBJECTS:** *Literacy, Art, Design and Technology, Geography, Science*

With a partner, use what you have learnt from Evie's experiences and the information below to create 8 'Top Trumps' cards.

For each creature, draw a picture of them and write their name in the top box. Then, rate them in each category out of 10, with 1 being the lowest and 10 being the highest. For example, the sloth may only be 1 or 2 in the danger category, whereas the jaguar would be perhaps 9 or 10. Note: Try to avoid using the same number twice in any category!

CREATURE	INFORMATION
<b>GREEN ANACONDA</b>	An enormous snake around 20–30 feet in size. They lie in the water in order to take their prey by surprise.
<b>SLOTH</b>	Slow-moving and generally very relaxed, their diet is mostly leafy food. Their homes are under threat due to deforestation.
<b>SCARLET MACAW</b>	This noisy parrot is red, yellow and blue. The destruction of our rainforests has placed them in danger.
<b>DART FROG</b>	Around only 1–2 inches in size, this colourful creature comes with a poison and can be deadly.
<b>PINK RIVER DOLPHIN</b>	Although there are thousands of this creature, it is in danger due to contaminated rivers and lakes.
<b>MOSQUITO</b>	With a maximum life span of just a few months, mosquitos can still do a lot of damage by carrying different diseases.
<b>JAGUAR</b>	A real predator known for its attractive and eye-catching black 'rosettes'. Sadly, they are still hunted in great numbers for their fur.
<b>HOWLER MONKEY</b>	This noisy monkey with long, thick hair, tends to stay high up in the trees out the way. Unfortunately, this species are heavily hunted.

**Bonus:** Can you come up with an bonus piece of 'Interesting Information' for each creature? You can use Evie's story or any resources available in your classroom to help you.

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# Activity 1: CREATURES of the JUNGLE



SUBJECTS: *Literacy, Art, Design and Technology, Geography, Science*

Animal: \_\_\_\_\_

Size	
How dangerous is it?	
Intelligence	
How endangered is it?	
Cuteness	

Bonus: Interesting Info .....

Animal: \_\_\_\_\_

Size	<input type="radio"/>
How dangerous is it?	<input type="radio"/>
Intelligence	<input type="radio"/>
How endangered is it?	<input type="radio"/>
Cuteness	<input type="radio"/>

Bonus: Interesting Info .....

Animal: \_\_\_\_\_

Size	<input type="radio"/>
How dangerous is it?	<input type="radio"/>
Intelligence	<input type="radio"/>
How endangered is it?	<input type="radio"/>
Cuteness	<input type="radio"/>

Bonus: Interesting Info .....

Animal: \_\_\_\_\_

Size	
How dangerous is it?	
Intelligence	
How endangered is it?	
Cuteness	

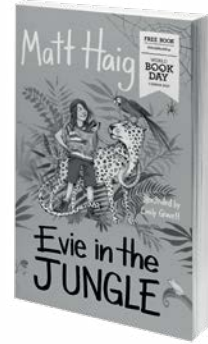
Bonus: Interesting Info .....

PLEASE PHOTOCOPY AND CUT OUT AS MANY OF THESE AS YOU NEED FOR YOUR CLASS

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## Activity 2: LET'S PLAY TOP TRUMPS!



SUBJECTS: *Geography, Science*

Split the cards so that you and your partner have four cards each. Then, take it in turns to call out one of the categories of your top card. The person whose creature has the highest number on that category gets a point. For each round, you can both get a bonus point by being able to state the 'Interesting Info' about the creature on your partner's card.

Make sure you keep score of these points and see who got the most right once you have been through all of the cards twice.

Join up with another pair and compare each other's cards, reading them through carefully. Discuss with one another: What are the main differences in your ranking systems? Are there any creatures that you have ranked exactly the same in any of the categories? Why/why not?

Finally, swap partners so that you are all in new pairs and have another game of Top Trumps. You should now be more confident with your creatures and their 'Interesting Info'. By the end of this game, the whole class should have learnt something new about the amazing creatures of the jungle!



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## Extract 2: BECOMING *a* JUNGLE SAVIOUR



*Extract from 'Evie Saves the Jungle' pages 59–60*

“Wow! You’re bigger than Ed Sheeran,” her friend Ramesh texted. “You should make a song! I could play guitar. You could be a star. You could be Ed Sheeran.”

“Ramesh!” she texted back from her bed at Professor García’s house. “You are forgetting one thing. I don’t want to be Ed Sheeran.”

But the truth was, this time Evie didn’t mind being famous.

If being a bit famous could help save the Amazon rainforest and Professor García’s charity it was worth it.

And within a week they had raised enough money to stop the loggers buying the Monkey Lands. Which meant the jaguar was safe.

And within a month they had raised ten million sol. Sol was the type of money in Peru. And ten million was a lot of it.

Professor García made them tacu tacu every night.

“You know you came into my office and said I was your hero? Well, you are *my* hero. You are the greatest hero of all time. You have saved the charity. You have saved parts of the jungle. You are a jungle saviour!”

### DISCUSSION QUESTIONS:

1. Why is Evie so famous now? Why doesn’t she ‘mind being famous’?
2. Why does Professor García describe Evie as a ‘hero’ and a ‘saviour’? What has she managed to do?
3. Can you think of any other inspiring young people who are well known around the world? Give examples.
4. What have you learnt from Evie’s adventure in the jungle?
5. What could you do to help protect the world’s jungles and their creatures? Explain your ideas.



## Activity 1: WRITING a SCRIPT



SUBJECTS: *Literacy, PSHE, Citizenship, Science, Geography*

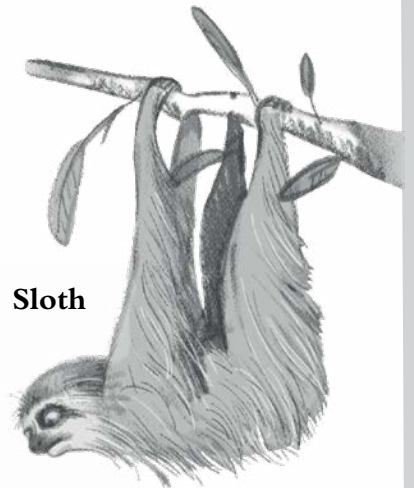
Imagine that like Evie, you have the power to communicate with animals. Evie has asked you to do an interview with a creature in order to raise even more awareness about the destruction occurring in the world's jungles.

Your teacher will now go around the class giving each student a creature to interview. It will be one of the following:

Scarlet Macaw



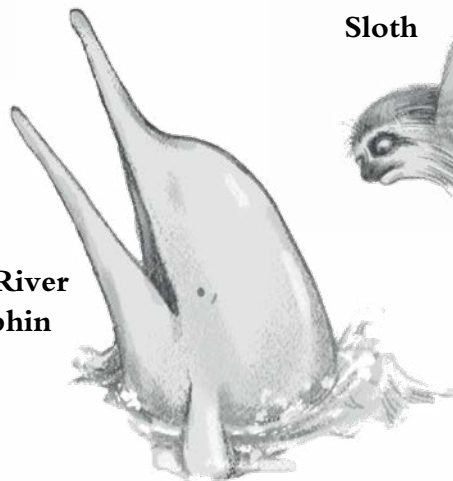
Sloth



Poison Dart  
Frog



Pink River  
Dolphin



Write up the script of your interview with this creature. You might consider things like:  
**What danger(s) does this creature face? E.G. relating to their habitat, food, and water.**

**Who or what else is in danger?**

**Who is to blame for these problems?**

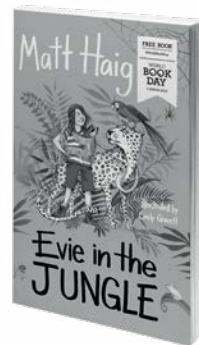
**How does your creature feel?**

**What message would they give human beings if they could?**

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## Activity 2: INTERVIEWING a CREATURE of THE JUNGLE



— SUBJECTS: *Literacy, PSHE, Citizenship, Science, Geography, Drama* —

Find a partner who has written about a different creature to you. Take it in turns to perform each interview using your scripts, making sure that you both have a go at being the interviewer and the creature.

When you have acted out your interviews, discuss as a class how these interviews might make people think differently about the environment. Do you think these interviews would encourage governments around the world to do more?

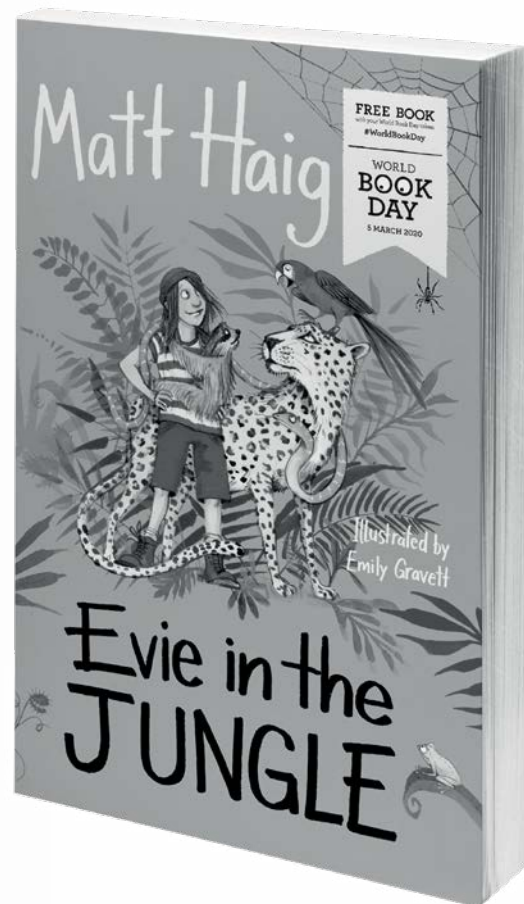
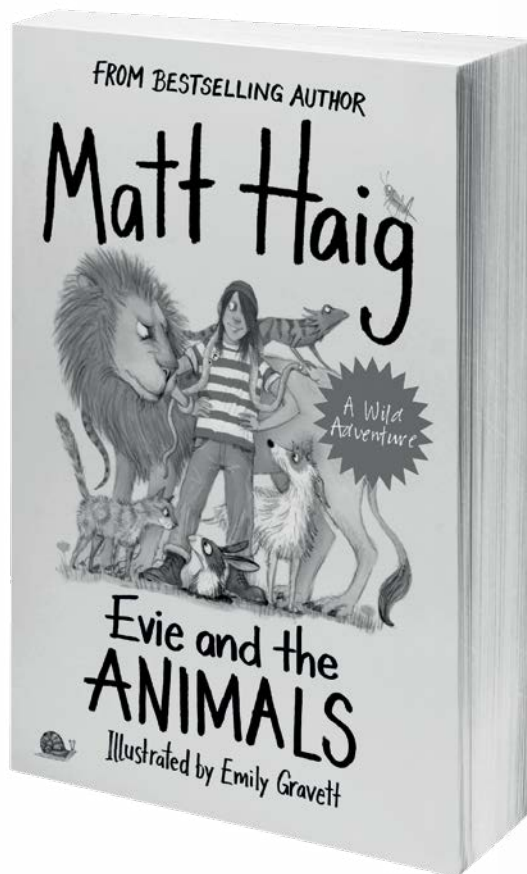
Finally, make a promise to yourself of something you are going to do to help protect the environment or raise awareness about the destruction of the world's jungles. Now you're a jungle saviour just like Evie!



We'd love to hear about how you're using these Evie in the Jungle resources in your classrooms, libraries etc. Please share your photos and stories with us online! Tag us @canongatebooks on Twitter and Instagram and use the hashtag #EvieInTheJungle



We'd love to hear about how you're using these *Evie and the Animals* and *Evie in the Jungle* resources in your classrooms, libraries etc.



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