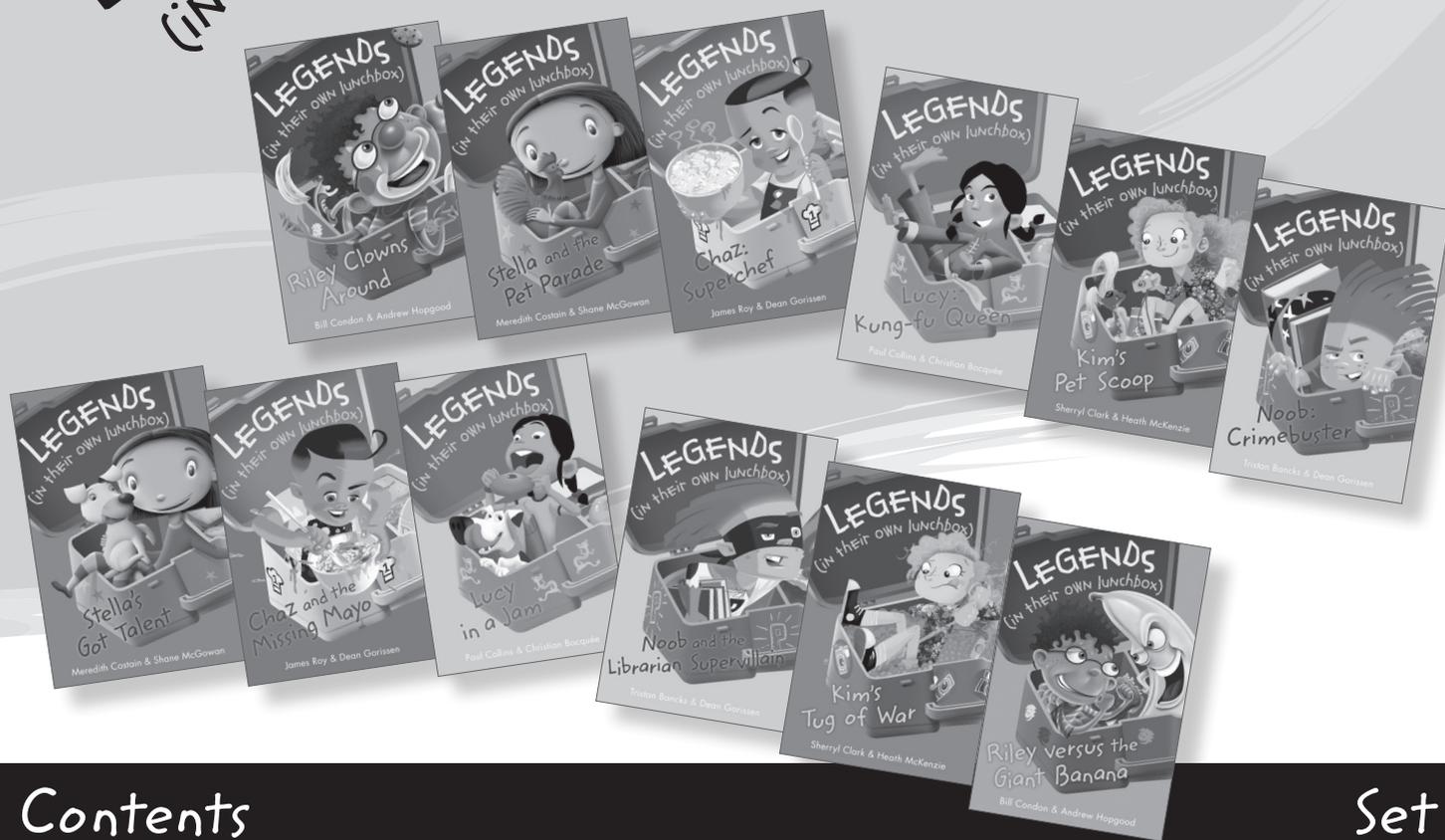


LEGENDS

(in their own lunchbox)

Teacher Support



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Set 1

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About the Legends (in their own lunchbox) series

Legends (in their own lunchbox) is a series of 36 humorous, fictional chapter books for lower- to middle-primary school students. The series is published in three sets, with twelve books in each set. Reading levels are aligned with Reading Recovery criteria and range from levels 15 to 30+, with the levels increasing in each set (the levels for each set 1 title can be found on page 5 of this teacher support). These narratives have been written for students reading at or above their expected level and who are building their reading endurance. However, each story can stand alone, and the books can be read in any order. The books are suitable for use as supplementary literacy resources as well as for recreational reading.

Legends (in their own lunchbox) set information

	Number of titles	Reading level	Page extent	Word count (approx.)
Set 1	12	15–22	48 pages	1300–1700
Set 2	12	21–26	56 pages	1700–2200
Set 3	12	27–30+	60 pages	2250–2500

About the Legends

The Legends are larger-than-life kids—wannabes and dreamers whose big plans often come unstuck or end in disaster. They are all around nine years old, and are highly likeable—anti-heroes rather than superheroes, grounded in reality. These are stories about real kids, written for real kids, a bit wacky and exaggerated, but highly identifiable. They truly are legends in their own lunchbox!

The six main characters of the series are Kim, Riley, Noob, Chaz, Lucy and Stella.



Kim



Riley



Noob



Chaz



Stella



Lucy

How to use this teacher support

These teacher support materials are designed to help teachers familiarise themselves with the *Legends (in their own lunchbox)* series prior to including the titles in a classroom or library reading program. Talking points and suggested activities capitalise on the humour presented in the narratives while also focusing on appropriate literacy skills (see checklist on page 5). Photocopiable worksheets provide opportunities to further address and develop these literacy skills.

These teacher support materials provide at-a-glance overviews of each story and its characters.

A list of talking points is divided by chapter and page number. Some talking points have specific answers but most are open-ended, providing a starting point for further discussion. Rather than interrupting students' reading, have them read the chapter or book first and then refer to the talking points for discussion and questions.

Stella's Got Talent



Level: 18

Story overview
Stella and her friends decide to enter a talent quest. Stella is determined to win, but she needs to think of an act that will be better than anyone else's. A dancing dog on the television gives Stella an idea. With Henry's help, Stella decides to dress Astro the dog in a waistcoat and have him round up her chickens. The day of the talent quest arrives. Stella is sure her act will make the audience go Wow! But things don't go exactly to plan.

Character overview
Stella:

- enthusiastic and bossy
- determined to be a famous performer one day.

Poppy and Henry:

- Stella's loyal friends.

Astro:

- Stella's fluffy, white dog.

Talking points
Chapter 1: The Poster in the Corner Shop
p. 10: When Stella says Poppy and Henry aren't 'naturals' like her, what does she mean?
p. 10: Stella's waiting for a movie producer to sign her up. What do you think her chances are?

Chapter 2: The Dancing Dog
p. 20: What is Stella's idea?
p. 20: What do you imagine the tricky parts of training a dog to dance would be?

Chapter 3: Training Astro
p. 25: Look at Henry's diagram. How easy or hard do you think it will be to turn his ideas into an act?

Chapter 4: The Talent Quest
pp. 28-31: What act would you perform if you were in a talent quest?
p. 33: If you were Stella, how would you feel when the chicken pooped?

Chapter 5: The Great Escape
p. 41: Why does Stella think the audience is being mean?
p. 43: What do you think Stella might have learnt from her performance?

Activities
Role play: Have students brainstorm the types of things Stella might say when she rings to enter the Northside Talent Quest competition. Provide a couple of telephones and have students role-play this conversation.
Role play: Have students pretend to be the chickens clucking across the stage. Ask them to imagine what they would be saying to each other.
Report plan: Provide students with a copy of the worksheet on page 20 of this teacher support. Ask them to imagine they are reporters for the *Northside News*. Students can then write a newspaper report about Stella's performance.
Character analysis: Have students find examples of the lengths Stella will go to to become a star.
Brainstorm: Putting a dog on a stage is risky. Have students brainstorm the things that could go wrong.
Creativity: Ask students to organise a class talent quest. Students can work in groups or on their own to perform an act of their choice.
Sequencing: Have students use the pictures on the worksheet on page 21 of this teacher support to create an illustrated story map.

Legends (in their own lunchbox) set 1: Teacher Support (ISBN 978 1 4586 4286 8) © Macmillan Publishers Australia 2013

The suggested activities capitalise on the humour present in the *Legends (in their own lunchbox)* books while also focusing on the appropriate literacy skills for that level. See the literacy skills checklist on page 5 for more information.

Each book is supported by one or two photocopiable student worksheets containing activities to aid understanding and enjoyment of the narratives.

Stella: Illustrated story map

Name: _____ Date: _____

Cut out the pictures.
Put them in the correct order, then paste them onto a blank sheet of paper.
Write captions on the paper underneath each picture.









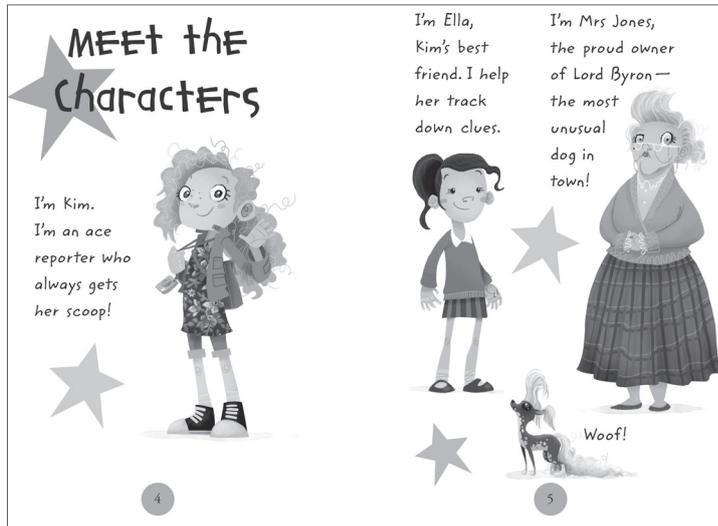


Legends (in their own lunchbox) set 1: Teacher Support (ISBN 978 1 4586 4286 8) © Macmillan Publishers Australia 2013

Features of the books

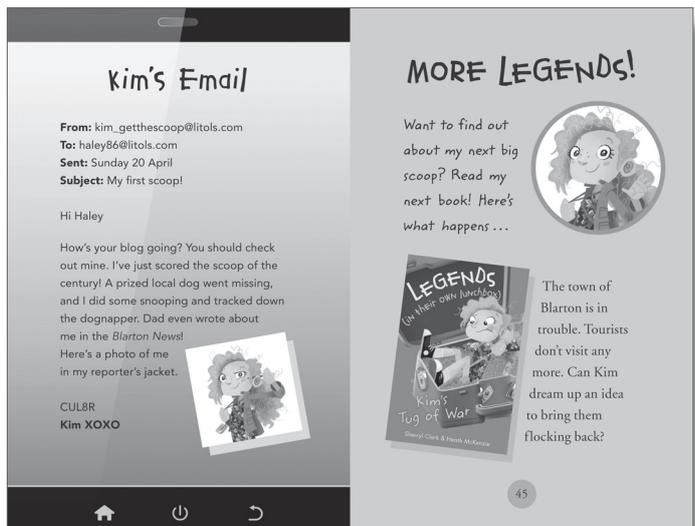
Each book in Set 1 of *Legends (in their own lunchbox)* is divided into five chapters with full-colour illustrations appearing throughout.

A variety of text types feature, including email recounts, short instructional, procedural and information reports, signs and maps.



Each of the titles begins with an illustrated 'Meet the Characters' page, which provides readers with a snippet of information about the characters in the book.

Each title ends with an email recount written from the main character to a friend. These provide a brief synopsis of the storyline (from the main character's point of view, of course!). Facing the email page is 'More Legends!'—a taster for the next book featuring the main character.



Students can learn more about the author and illustrator of each book by reading the final two pages. Some of these pages also include links to author/illustrator websites.

Book structure

Each *Legends (in their own lunchbox)* title takes the following structure:

Inside front cover	Meet the <i>Legends</i> characters
Page 1	Title page
Page 2	Imprint page
Page 3	Contents page
Pages 4–5	Meet the Characters
Page 6	Blank
Page 7	Story begins
Page 43	Story ends
Page 44	Email recount
Page 45	More Legends!
Page 46	Meet the Author
Page 47	Meet the Illustrator
Page 48	Information about all the books in the series



Literacy skills checklist

The activity suggestions included in this teacher support are designed to focus on literacy skills appropriate to the reading level of each title. Activities range in complexity and length and include individual, group and whole-class tasks that can easily be adapted to suit students' specific needs.

Book title	Reading level	Literacy skills focus of activities
<i>Riley Clowns Around</i>	15	Illustrating, procedure, simile, character analysis
<i>Stella and the Pet Parade</i>	15	Persuasive text, retelling, thought bubbles, word play, facial expressions
<i>Chaz: Superchef</i>	16	Word play, creativity, alliteration, suspense, recipe, role play
<i>Lucy: Kung-fu Queen</i>	16	Role play, innovation, facial expressions and body language, abbreviations, sequencing
<i>Kim's Pet Scoop</i>	17	Writing, informative text, list, facial expressions, newspaper article, digital images
<i>Noob: Crimebuster</i>	17	Maps, verbs, word play, illustrating, retelling
<i>Stella's Got Talent</i>	18	Role play, report plan, character analysis, brainstorm, creativity, sequencing
<i>Chaz and the Missing Mayo</i>	19	Abbreviations, adjectives, discussion, creativity, narrative
<i>Lucy in a Jam</i>	20	Illustrating, recipe, nouns and verbs, narrative plan
<i>Noob and the Librarian Supervillain</i>	21	Abbreviations, adjectives, discussion, creativity, narrative
<i>Kim's Tug of War</i>	22	Creativity, narrative, role play, sentence structure
<i>Riley versus the Giant Banana</i>	22	Role play, report plan, character analysis, brainstorm, creativity, sequencing

Riley Clowns Around

Level:

15

Story overview

With their faces painted like clowns, Riley and Tilda set out to make people laugh. They find some crying babies, but instead of cheering them up, they make them grumpier. Then they find some people going to the dentist—but they're not in the mood to laugh. Finally, Riley has the idea to put face paint on dogs. What almost ends in another disaster ends up making everyone smile.

Character overview

Riley:

- full of bravado
- wants to make people happy
- tries to help people—even when they don't really need help.

Matilda:

- Riley's best friend
- also known as Tilda.

Big Jim Judd:

- one of Riley's neighbours—everyone is scared of him
- has a dog called Spike.

Talking points

Chapter 1: A Brand New Face

p. 11: Have you ever had your face painted? What did you look like? How did you feel?

p. 13: Do you think the fact that Riley used to be a baby makes him an expert on babies now?

Chapter 2: The Babies

p. 17: Look at the illustration and imagine what it would have been like inside the Seaciff Town Hall.

p. 22: Riley says, 'Run!' What would you have done if you were Riley?

Chapter 3: Silly Boy

p. 23: Imitate someone 'trudging down Sandy Road'.

p. 25: If you were in pain and on your way to the dentist how would you react to a clown jumping out in front of you?

p. 25: Find the simile on this page.

p. 26: Riley thinks Mr Bell will laugh later. What do you think?

Chapter 4: Buddy's New Face

p. 30: On a scale of 1 to 10, how good do you think Riley's idea is?

Chapter 5: Happy at Last

pp. 39 and 41: What two things does Riley say and do that show what a good person he is deep down?

Activities

Illustrating: Have students discuss times they have seen face-painting. Provide paints and have students paint their favourite face design, either on each other's faces or on paper.

Procedure: As an extension to the previous activity, have students write a procedure explaining how to create the face they painted.

Similes: Revisit the simile on page 25 of *Riley Clowns Around*. Ask students to complete the line, 'screwed his face up like ...' with as many different endings as they can.

Character analysis: Ask students to think about Riley's character. How does the author help readers get to know him? Do students recognise elements of Riley's personality in people they know? Have students describe Riley's character by completing the **worksheet on page 7** of this teacher support.

Who is Riley?



Name: _____ Date: _____

Think about Riley's character. Write words in the boxes below describing his personality, appearance, likes and dislikes.

friends

what he looks like



neighbours

where he lives

personality

things he likes doing

Stella and the Pet Parade

Level:

15

Story overview

Stella and her friends hear about a pet parade. This could be Stella's big chance to become a star—but she needs a pet. She decides to enter Helga, her chicken. Helga has pink painted claws and glitter in her feathers. The judges are impressed—mostly by the lovely brown egg Helga lays! Determined not to be outdone by a chicken, some of the other entrants let Helga out of her cage. A chase ensues, then a stray dog lends a hand and gets to go home with Stella.

Character overview

Stella:

- has a name that means star
- wants to be a star (just like her name)
- loves performing.

Poppy:

- Stella's best friend
- has a dog called Nibbles.

Henry:

- Stella's other friend
- has a snake called Fang.

Talking points

Chapter 1: No Pets

p. 11: Who could you enter in a pet parade? What category might you win? (Have students refer back to the categories on page 6.)

Chapter 2: Stella's Brilliant Idea

p. 12: Why does Stella take her mum tea and a chocolate biscuit?

p. 12: Why does Stella's mum think Stella has broken something?

Chapter 3: Wet Paint

p. 20: What does 'dropping Helga like a hot potato' mean?

p. 25: What excuses might Stella give her mum for having paint on her?

Chapter 4: Helga's Surprise

p. 28: What does 'lured' mean?

p. 29: Describe what you see in the illustration.

Chapter 5: Star of the Show

p. 40: Look back through the illustrations to find the shaggy white dog.

Stella's email

p. 44: Why did Stella name her dog Astro?

Activities

Persuasive text: Ask students to write a list of reasons why Stella should be allowed to have a dog. Have them role-play a conversation between Stella and her mum, using their list as a guide.

Retelling: Have students look for illustrations of Astro in *Stella and the Pet Parade*. Ask them to retell the story from his point of view. This could be an oral or written task.

Thought bubbles: Provide students with a copy of the **worksheet on page 9** of this teacher support. Ask them to imagine what each of the dogs is thinking, then have them complete the thought bubbles.

Word play: In small groups, have students brainstorm a list of categories that the pet parade might include. Each category must include a word that ends in 'est'. For example: *waggiest tail*, *cuddliest pet*, *loudest voice*.

Facial expressions: Have students look at the illustrations of Stella throughout the book and discuss how they show her changing emotions.

Stella: What's on their mind?



Name: _____ Date: _____

Imagine what these dogs are thinking, then complete the thought bubbles.





Story overview

Chaz enters the *Junior Superchef* competition. His friends and family are worried about his recipe but Chaz is sure he's onto a winner when he learns about balancing sweet, sour, salty and spicy flavours. Unfortunately Chaz's dish makes the judges—and everyone else—vomit. Unfazed, Chaz heads home to recreate his masterpiece.

Character overview

Chaz:

- loves cooking and cooking shows
- comes up with unconventional recipes.

Toby:

- Chaz's best friend
- thinks Chaz's sandwich fillings are weird.

Chaz's dad:

- gets to taste Chaz's unconventional recipes.

Talking points

Chapter 1: The Challenge

p. 9: Do you watch any cooking shows on TV?

p. 13: Look at the expression on Chaz's dad's face. How is he feeling?

Chapter 2: The Rules

p. 15: How delicious do you think a honey, cheese, beetroot and sardine sandwich would be?

p. 18: What does 'it has to be your own work' mean?

Chapter 3: The Secret

p. 20: Do you prefer sweet or sour foods?

p. 23: Give some examples of sweet, sour, salty and spicy foods.

Chapter 4: The Ingredients

p. 27: What does the illustration tell you?

p. 30: Explain what it means to 'plate up'.

Chapter 5: The Masterpiece

p. 33: What does 'fusion' mean?

p. 42: Chaz says, 'It must have been something they ate'. What does this tell you about him?

Activities

Word play: Chaz's dad thinks his cooking is 'unconventional'. Have students rearrange the letters in this word to make other words.

Creativity: Have students invent other unconventional sandwich fillings that might appeal to Chaz.

Alliteration: Discuss alliteration with students and have them find the examples of it on pages 28 and 33 of *Chaz: Superchef*, then give each student a copy of the **worksheet on page 11** of this teacher support. Help them locate the alliterative sounds and then ask them to make up their own alliterative sentences in the spaces provided.

Suspense: Refer students to the end of Chapter 4. Note that the author does not say what Chaz's dish is. Have students discuss ways that authors keep their readers in suspense and how this adds to the enjoyment of the story.

Recipe: Remind students about the features of a recipe. Show them the **worksheet on page 12** of this teacher support and ask them to make up a recipe that Chaz could have used to make his Sweet-and-sour salted spice surprise.

Role play: Ask students what advice they would give Chaz's parents before he cooks dinner. Working in groups of two or three, have them role-play the conversation.

Chaz: Casseroles and quiches



Name: _____ Date: _____

What is alliteration?

Circle the letters that make the same sounds in the following passages.

Cakes and cookies, casseroles and quiches.
Sweet-and-sour salted spice surprise.
She sent a stream of sick down the sleeve
of Mr Adria's shirt.



Make up some of your own sentences that use alliteration.



Chaz's recipe book



Name: _____ Date: _____

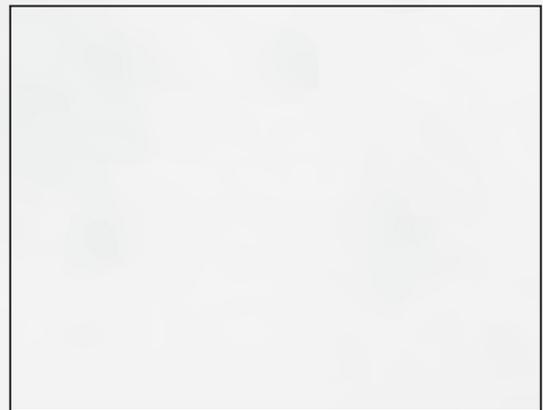
Make up a recipe for Chaz's Sweet-and-sour salted spice surprise.

SWEET-AND-SOUR SALTED SPICE SURPRISE

Ingredients

(Don't forget to include quantities—you will need to make these up.)

- _____
- _____
- _____
- _____



Method

(Don't forget to number each step!)

Draw the end result in the box above.

Lucy: Kung-fu Queen

Level:

16

Story overview

It's Show Time! Lucy practises her kung-fu display and is sure she will win the \$1000 prize—so sure, she decides to make sure her friends will be able to cope with losing! But things don't go to plan. First Lucy fails to make the final cut, then, when she does get a chance to perform, she falls over on stage and then covers Principal Newberry with the curtains. But she was never going to be a match for Joshua, the boy with the singing underarms!

Character overview

Lucy Lee:

- tall, skinny and tomboyish
- describes herself as the queen of kung-fu.

Sean:

- Lucy's best friend
- loves playing football.

Max:

- Lucy's other best friend
- loves singing.

Principal Newberry:

- loves her fish.

Talking points

Chapter 1: Show Time!

p. 9: Which words are written in italics? Why do authors use italics in their writing?

pp. 9–11: What would you do if you won \$1000?

p. 13: What do you learn about Lucy's character on this page?

Chapter 2: Practice Makes Perfect

p. 15: Explain the saying, 'practice makes perfect'.

p. 20: If Lucy was your friend, how would you feel after this conversation?

Chapter 3: Curtains!

p. 26: Discuss the use of punctuation on this page.

Chapter 4: The Competition

p. 37: Why does Principal Newberry have a bandage around her head?

Chapter 5: Tie Breaker

p. 40: What does the illustration suggest that Joshua did for his act?

p. 40: Describe the expressions on the faces shown.

p. 42: Look at the characters in the illustration. Which reaction would match yours?

Activities

Role play: Refer to pages 13 and 14 of *Lucy: Kung-fu Queen*. Working in pairs, have students play the parts of Max and Lucy and ask them to experiment with reading this section of text out loud. Encourage students to consider how emphasis helps convey meaning.

Innovation: As a class, discuss how Lucy's actions on stage would be embarrassing for her but funny to the audience. Have students brainstorm a list of other things that could have happened to Lucy with the same results.

Facial expressions and body language: In groups of four, have students experiment with facial expressions and body language. Ask them to recreate the illustration on page 42 of *Lucy: Kung-fu Queen*. Take photographs.

Abbreviations: Reread the email on page 44 of *Lucy: Kung-fu Queen*. Have students identify the abbreviations used. As a class, make a list of abbreviations students might come across in emails.

Sequencing: Provide students with a copy of the **worksheet on page 14** of this teacher support. Ask them to draw small pictures to match the events listed and then paste these on another sheet in the correct order.

Lucy: Illustrated story map



Name: _____ Date: _____

Read the sentences in the boxes below and number the star in each box to show the order the events happened in.

Draw a picture in each box to match the event described.

Cut out each of the boxes, then paste them onto another sheet of paper in the order they happened in.

  Lucy watches the winner, Joshua, perform.	 Lucy tells her friends she's going to enter Show Time.	 Lucy eats her lunch alone after she upsets her friends.	
  Lucy is back in the contest.	 Lucy lands on her bottom!	 Lucy is shocked when her name is not on the judges' list.	
 			

Story overview

After feeding her neighbour's very fat cat, Kim gets an idea for her blog—she will feature the weird pets of Blarton. Kim's best friend Ella tells her about Lord Byron, a Chinese Crested dog with no hair. Kim sets off to interview Lord Byron's owner, Mrs Jones. But when Kim's blog post reveals how expensive the dog is, a dognapper pinches Lord Byron. Mrs Jones isn't happy, but Kim solves the mystery and Lord Byron gets a ride in a police car.

Character overview

Kim:

- thinks of herself as an ace reporter
- has a newspaper reporter's jacket
- carries a camera, notebook and special pens when on reporting missions.

Ella:

- Kim's best friend
- lives in the same street as Mrs Jones.

Mrs Jones:

- proud owner of Lord Byron.

Lord Byron:

- the most unusual dog in town
- a Chinese Crested dog with no hair.

Talking points

Chapter 1: Fat Cat

p. 14: What is a 'kink' in a tail?

p. 17: What is the weirdest pet you have ever heard of?

Chapter 2: The Dog with No Hair

p. 21: Lord Byron's tail is described as being like a feather duster. What picture does this create in your mind?

p. 22: When Mrs Jones says, 'That's nice, dear', does she understand what Kim is talking about?

p. 22: Does the illustration of Lord Byron's tail match the image you had in your mind?

Chapter 3: Dog Gone

p. 25: Why do Chinese Crested dogs need coats?

p. 30: What would you do?

Chapter 4: Catch a Clue

p. 37: Predict what might happen next.

Chapter 5: A Real Scoop!

p. 43: What is a 'big scoop'?

Activities

Writing: Have students create their own Healthy Eating Tips for a pet of their choice. It could be for dogs, rabbits, stick insects or something different.

Informative text: Provide resources so students can research some other weird pets or animals, then have students make their own informative texts based on pages 16 and 17 of *Kim's Pet Scoop*.

List: Kim asks Mrs Jones a list of questions. Have students make a list of the questions she could ask. Use this activity to remind students about the use of question marks.

Facial expressions: Kim has some great facial expressions. Have students study the pages and mimic the faces that Kim is making. Students can recreate their favourite using art materials.

Newspaper article: Kim's dad writes about Lord Byron's theft in his newspaper. Have students use the **worksheet on page 16** of this teacher support as a framework to write his report.

Digital images: Kim enlarged one of her photos and zoomed in on the thief lurking in the background. Encourage students to make sections of photographs bigger and smaller on the computer.

Kim: The adventures of Lord Byron



Name: _____ Date: _____

Write an article for the *Blarton News* reporting Lord Byron's theft.

BLARTON NEWS

Issue
No. 1

Put your headline here.

Write your report here.

Draw a photo in the box.

Add a caption below.

Story overview

Noob wants to prove he's a superhero but his friend Trung isn't so sure. Noob and Trung are in the library at lunchtime. Noob's archenemy, Liam Lawson, seems to have a book hidden under his jacket. Noob's eagerness to see justice done lands him in trouble as he crash tackles Liam—only to find that the book is not a library book at all.

Character overview

Noob:

- real name is Sam Boon
- has a vivid imagination
- thinks he's a superhero.

Trung:

- Noob's best friend
- much more level-headed than Noob.

Liam Lawson:

- used to be Noob's best friend.

Talking points

Chapter 1: Liam Lawson

p. 10: When Noob says, 'This looks like a job for—' who is he referring to himself as?

p. 11: Should Noob tell Miss Chowder or should he bring Liam Lawson to justice himself?

Chapter 2: To Catch a Thief

pp. 16–17: How do the illustrations help us understand Trung's part in her friendship with Noob?

p. 20: Refer back to the map on page 12. Find Noob and Liam Lawson on the map.

Chapter 3: Showtime

p. 23: Find the simile on this page.

pp. 24–25: Explain the humour in 'It was one of the greatest tackles ever performed in a library'.

Chapter 4: Gotcha!

p. 34: Trung goes bright red. What does this tell you about her character?

Chapter 5: One for the Good Guys

p. 36: What, if anything, does Noob learn from his library experience?

p. 41: In Noob's imagination he really is a superhero. How do the readers know this?

Activities

Maps: Show students the map on page 12 of *Noob: Crimebuster*. Ask them to compare the layout with a library they have visited. Take students to a local library and have them draw their own map.

Verbs: The author uses some interesting verbs to help describe what is happening. In pairs, have students list the verbs that appear on pages 15 and 18. Ask them to write a definition next to each verb.

Word play: Have students consider how Noob might have got his nickname. Remind them of his real name. Have students spell their names backwards. Ask them to think of words that make other words when spelt backwards.

Illustrating: Refer students to pages 16 and 17 of *Noob: Crimebuster*. Help them make a cartoon strip by drawing consecutive images showing Noob commando-rolling across the library floor.

Retelling: Refer students to the email from Noob to his friend Luca on page 44 of *Noob: Crimebuster*. Provide students with a copy of the **worksheet on page 18** of this teacher support and help them compose an email that Trung might write to Luca, describing what happened in the library. Remind students that Trung's view on the library tackle was somewhat different to Noob's.

Noob: Trung's email



Name: _____ Date: _____

Imagine you are Trung.

Write an email to your friend Luca, telling him what happened in the library.

From:

To:

Date:

Subject:



Story overview

Stella and her friends decide to enter a talent quest. Stella is determined to win, but she needs to think of an act that will be better than anyone else's. A dancing dog on the television gives Stella an idea. With Henry's help, Stella decides to dress Astro the dog in a waistcoat and have him round up her chickens. The day of the talent quest arrives. Stella is sure her act will make the audience go Wow! But things don't go exactly to plan.

Character overview

Stella:

- enthusiastic and bossy
- determined to be a famous performer one day.

Poppy and Henry:

- Stella's loyal friends.

Astro:

- Stella's fluffy, white dog.

Talking points

Chapter 1: The Poster in the Corner Shop

p. 10: When Stella says Poppy and Henry aren't 'naturals' like her, what does she mean?

p. 10: Stella's waiting for a movie producer to sign her up. What do you think her chances are?

Chapter 2: The Dancing Dog

p. 20: What is Stella's idea?

p. 20: What do you imagine the tricky parts of training a dog to dance would be?

Chapter 3: Training Astro

p. 25: Look at Henry's diagram. How easy or hard do you think it will be to turn his ideas into an act?

Chapter 4: The Talent Quest

pp. 28–31: What act would you perform if you were in a talent quest?

p. 33: If you were Stella, how would you feel when the chicken pooped?

Chapter 5: The Great Escape

p. 41: Why does Stella think the audience is being mean?

p. 43: What do you think Stella might have learnt from her performance?

Activities

Role play: Have students brainstorm the types of things Stella might say when she rings to enter the Northside Talent Quest. Have students role-play this conversation.

Role play: Have students pretend to be the chickens clucking across the stage. Ask them to imagine what they would be saying to each other.

Report plan: Provide students with a copy of the **worksheet on page 20** of this teacher support. Ask them to imagine they are reporters for the *Northside News*. Students can then write a newspaper report about Stella's performance.

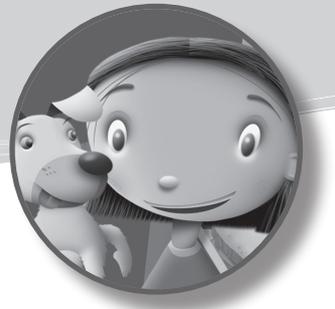
Character analysis: Have students find examples of the lengths Stella will go to to become a star.

Brainstorm: Putting a dog on a stage is risky. Have students brainstorm the things that could go wrong.

Creativity: Ask students to organise a class talent quest. Students can work in groups or on their own to perform an act of their choice.

Sequencing: Have students use the pictures on the **worksheet on page 21** of this teacher support to create an illustrated story map.

Stella: Northside News article



Name: _____ Date: _____

Pretend you are going to write a newspaper article about the Northside Talent Quest.

Who would you interview?

What questions would you ask them?

Draw the photos you would like to include in the article.

Three empty rectangular boxes with dark grey borders, arranged horizontally. These boxes are intended for students to draw photos they would like to include in their newspaper article. Each box is currently blank.

Chaz and the Missing Mayo

Level:

19

Story overview

Chaz is determined to have mayonnaise on his salad sandwich, but there is none in the kitchen, so he decides to make his own, with the help of his apprentice, Toby. They find a recipe that requires eggs, lemon juice and olive oil. Chaz substitutes pavlova mix, orange juice and the liquid from a bottle of olives, along with some leftover oil from the breakfast dishes. He can't understand why Toby's mum spits the resulting 'mayonnaise' all over the bench.

Character overview

Chaz:

- loves cooking and experimenting with recipes
- thinks his cooking is great (in fact, it's not so great).

Toby:

- Chaz's official food taster—unfortunately!

Toby's mum:

- does the shopping
- sometimes tastes Chaz's cooking.

Talking points

Chapter 1: Boring Salad Sandwiches

p. 8: What is a souvlaki?

p. 11: Look at the illustration. What angle is the reader looking from?

pp. 12–13: Would you bother walking to Mr Santo's shop to get the mayonnaise?

Chapter 2: The Prep

p. 15: Do you know any of the ingredients used to make mayonnaise?

p. 18: What is the word 'prep' short for, and what does it mean?

Chapter 3: Chef and Apprentice

p. 23: What is the 'large egg' that Chaz finds?

p. 25: Explain the differences between olive oil and olives.

Chapter 4: Mayo Magic

p. 37: What makes Chaz such a likeable character?

Chapter 5: The Taste Test

p. 43: Can you describe the look, feel, taste and smell of hummus? Now describe the look, feel, taste and smell of Chaz's mayonnaise!

Activities

Abbreviations: Discuss abbreviated words such as 'prep' and 'mayo' with students. Have them make a list of other abbreviated words they know. Include abbreviated names.

Adjectives: Hold a class discussion about adjectives and the way they make sentences more interesting. Provide students with a copy of the **worksheet on page 23** of this teacher support. Have them write a definition for 'adjectives' and then identify the adjectives in each sentence. Quick finishers can make a list of additional adjectives from the book on the back of the worksheet.

Discussion: Ask students to talk about cooking disasters they have experienced in their own kitchens.

Creativity: Play a memory game and list things that could be in Toby's pantry. The first student says 'In Toby's pantry I can see a ___'. The next student repeats what the first student has said and adds one more item. This continues around the circle until everyone has had a turn.

Narrative: Ask students to write the next chapter of the story.

Chaz: Icky, brown and lumpy!



Name: _____ Date: _____

What is an adjective?

Circle the adjectives in these sentences:

'Fine, we'll make boring old sandwiches.'

Mum says wholemeal bread is better for you.

He looked on the bottom shelf, and on the little shelves in the door.

That was when Chaz had one of his amazing ideas.

A simple recipe for making fresh mayonnaise.

Then he started making some horrible, gurgling noises in his throat.

Then Chaz saw her scoop up a huge dollop of the icky, brown, lumpy mess from the bowl on the bench.

She opened her mouth wide and took a great big mouthful.



Find some more adjectives in the book and write them here.

Story overview

Lucy and Sharyn are battling it out in a kung-fu competition. They each think the other is cheating. Lucy comes up with a plan to ensure Sharyn loses her lucky ring. But Sharyn is one step ahead of her, and plants the ring in Lucy's pocket, framing her. Lucy finds the ring just as she is called to the principal's office, but she manages to hide it in a jam donut. Luckily the ring survives afternoon tea, and Lucy decides to return it to Sharyn.

Character overview

Lucy:

- Queen of kung-fu (or so she thinks)
- eats jam donuts.

Sharyn:

- Lucy's competition
- has a mean streak.

Sean:

- Lucy's best friend.

Max:

- Lucy's other best friend.

Talking points

Chapter 1: Secret

p. 8: Discuss the expression 'blink and you'll miss it'.

p. 8: If you could give Lucy some advice, what would you say to her?

p. 9: What does 'inter-school team' mean?

p. 14: What other items do people sometimes keep as lucky charms? Do you have a lucky charm?

Chapter 2: Not Fair!

p. 17: What does 'nose-deep in his magazine' mean?

Chapter 3: Framed

p. 19: What does it mean if someone gets framed for something?

p. 25: Discuss the simile 'Lucy's heart sank like a stone'.

Chapter 4: In a Jam

p. 30: In your own words, explain why Mrs Newberry thinks Lucy looks guilty.

Chapter 5: Oh Yuck!

p. 39: Why doesn't Sean want to follow Patch with a plastic poop bag?

p. 41: What is Sean implying when he offers Lucy a poop bag?

Activities

Creativity: Have students practise lip reading like Max does on page 11 of *Lucy in a Jam*.

Narrative: Ask students to re-read page 19 of *Lucy in a Jam*. Remind them that Lucy has three plans that are all the same. Ask students to think of three different plans that Lucy could have used. This can be a written or spoken activity.

Role play: Have students consider what they would have done if they had found the ring in their pocket. Have them role-play this from the moment on page 25 of the story when Mrs Newberry opens the door and says 'Lucy!'.

Sentence structure: Show students the **worksheet on page 25** of this teacher support. Have them read the sentences, circling the words that represent who is involved and underlining the words that represent what is happening.

Role play: Ask students to demonstrate Sean 'dying on the spot' like he does on page 33 of *Lucy in a Jam*.

Lucy: Who and what?



Name: _____ Date: _____

Read the following sentences from *Lucy in a Jam*.

Circle the words that tell you who is involved.

Underline the words that tell you what is happening.

Max's dog Patch was searching for fleas.

Lucy stared at Sharyn's ring.

Sean had his nose in a footy magazine.

First, she bumped into Melanie.

Everybody rolled their eyes and looked grumpy.

Lucy didn't know why, but she felt nervous.

She hung her head and followed Mrs Newberry into her office.

Max's mum asked if they wanted snacks.

Patch gave a doggy laugh and licked his face.

The three of them eyed the lone donut.



Noob and the Librarian Supervillain

Level:

21

Story overview

Noob is convinced that Miss Chowder the librarian is a supervillain. He is sure her caramel mud cake is poisoned. But it isn't. He is sure she has a bag full of dynamite. But she doesn't. Despite being made to write 'I am not a superhero' 50 times, Noob is still determined to save the school—even though it doesn't really need saving.

Character overview

Noob:

- believes he's a superhero
- determined to save his school from villains—even though it doesn't need saving
- has a strong desire for justice.

Trung:

- Noob's best friend
- patient and more realistic than Noob.

Miss Chowder:

- school librarian
- enjoys dressing up for school book parades.

Talking points

Chapter 1: SuperBad

p. 7: What is a 'supervillain'?

p. 9: Who would you dress up as for a book parade?

Chapter 2: Stuck in the Mud

Find examples throughout this chapter that show Noob's imagination at work.

Chapter 3: Chowderlady's Lair

p. 24: In your own words, explain why Noob waits so long to eat his cake.

p. 27: Identify parts of the recipe that are standard in most recipes.

Chapter 4: Big Bang Theory

p. 31: What did Miss Chowder actually mean when she said, 'Let's hope this parade goes off with a bang'?

p. 37: How would Noob feel? How would Trung feel? How would the principal feel?

Chapter 5: I Am Not a Superhero

p. 40: What would you do if you were Trung?

Activities

Illustrating: Have students turn to page 10 of *Noob and the Librarian Supervillain* and think about what a playground superhero might look like. Ask them to draw an alternative design for the cover of Noob's book. Make sure they use labels to explain what they have drawn.

Recipe: Using the recipe on page 27 of *Noob and the Librarian Supervillain* as an example, ask students to name the features of a recipe. Ask them to write a recipe for something they like to eat or cook. This activity could be set as a homework task.

Nouns and verbs: Help students identify the nouns and the verbs in the recipe on page 27 of *Noob and the Librarian Supervillain*.

Narrative plan: On the last page of the book, Noob says that he thinks the music teacher, Mr Hatchet, is a supervillain too. Ask students to plan the next story of the series, *Noob and the Music Supervillain*. Provide copies of the **worksheet on page 27** of this teacher support so students can plan their work. Some students may choose to go on and write the story.

Noob and the Music Supervillain

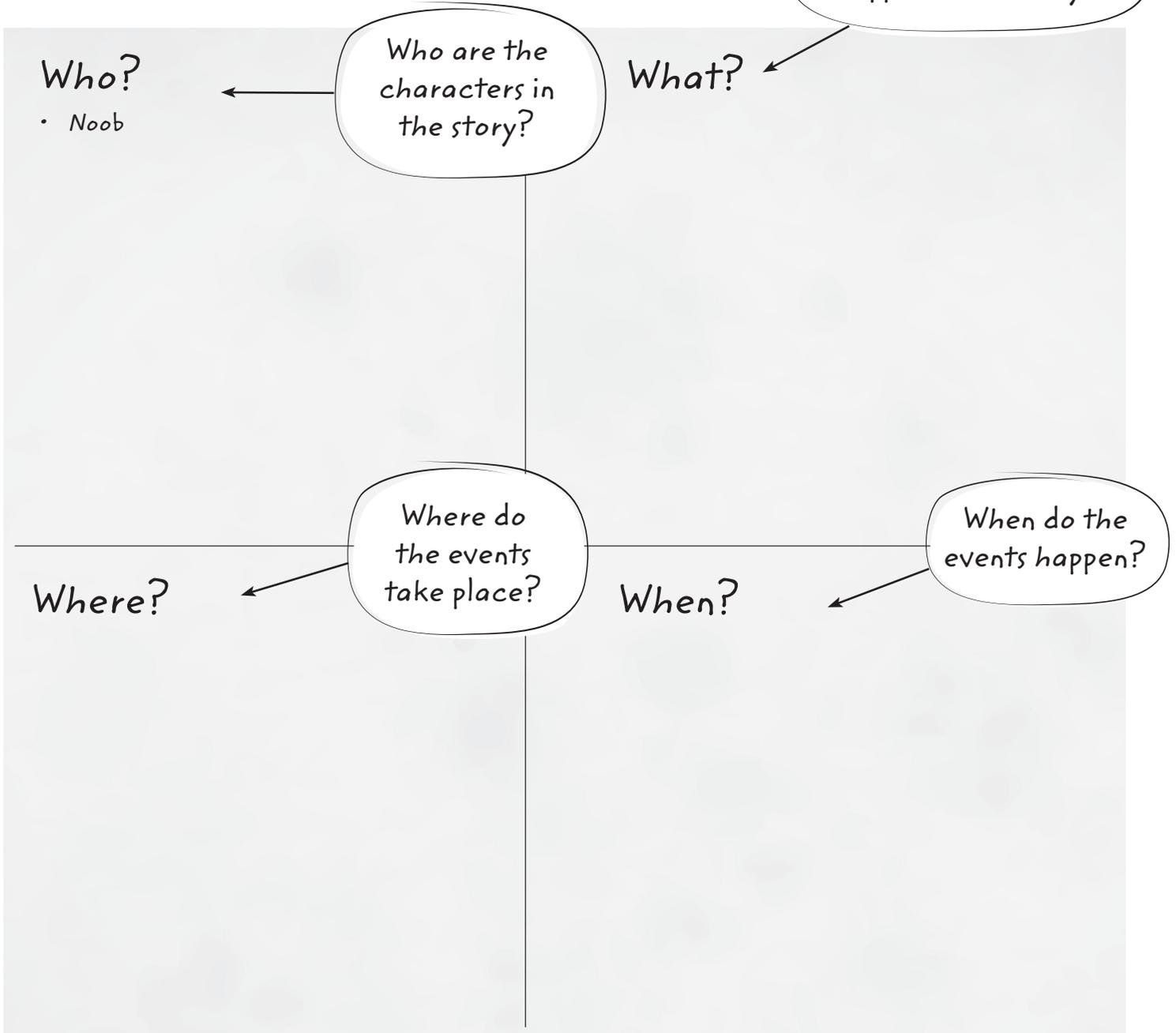


Name: _____ Date: _____

You are going to write the next story about Noob, called *Noob and the Music Supervillain*.

Use this page to plan your story.

List some events that happen in the story.



When you are happy with your plan, write a first draft of your story on another sheet of paper.

Kim's Tug of War

Level:

22

Story overview

Hardly any tourists are coming to Kim's home town of Blarton any more. A town meeting is called—what can be done to attract visitors to Blarton? One of Kim's ideas leads to the first ever festival of world records. The tug of war is to be the main event, but the rope isn't as strong as it should be. When the rope snaps in the middle of the event though, it's not the disaster Kim thought it might be.

Character overview

Kim:

- mad keen reporter who has her own blog
- has a new book called the *Guinness Book of World Records*.

Kim's dad:

- runs the local newspaper
- is worried that tourists are no longer coming to the town.

Jimmy:

- loves eating peas.

Talking points

Chapter 1: What a Boring Town!

p. 10: Find three compound words on this page.

p. 10: What sort of things can you read about in the *Guinness Book of World Records*?

Chapter 2: A Festival of What?

p. 15: What type of record is the man talking about?

p. 16: What sort of training do you think a pie-eating champion would have to do?

Chapter 3: Lots of Records

pp. 24–25: Which record would you want to beat?

Chapter 4: No Rope

p. 30: Kim misread the record book. By how many people was she out?

p. 33: Why does Kim offer to put up a big sign saying that Mr Green donated the rope?

Chapter 5: Splat!

p. 39: Have you ever been part of a tug of war? Describe the experience.

p. 41: Describe what it means to fall over 'like dominoes'.

Kim's email

p. 44: What does 'tfn' stand for?

Activities

Homonyms: Homonyms are words that sound the same and are spelt the same but have different meanings. An example is 'records' on page 15 of *Kim's Tug of War*. Have students brainstorm a list of other homonyms.

List: Have students choose one of the records from the final ten on pages 24 and 25 of *Kim's Tug of War*. Ask them to write a list of rules for contestants.

Illustrating and captions: Kim takes lots of photos for her blog. Provide students with the **worksheet on page 29** of this teacher support and ask them to draw pictures showing the things she might have taken photos of. They should also write captions to accompany each one.

Report: Ask students to think about what Kim might write for her special blog report on the great tug of war that went splat! Construct this text as a class, or have students do it independently.

Kim: Click, click, click!



Name: _____

Date: _____

What photos might Kim have taken for her blog?

Draw four. Write a caption to go with each picture.





Riley versus the Giant Banana

Level:

22

Story overview

One night, Riley dreams he is being chased by a banana. The next day he heads to the beach with Matilda and Mr Tran's dog, Buddy. They find out there is a fun run and decide to enter. What they don't realise is that the fun run is organised by the local fruiterer—and they all have to dress as fruits to participate. When Riley finds himself being chased by Matilda's brother, Lachlan, dressed up as a banana, he finds his bad dream coming true!

Character overview

Riley:

- always willing to give things a go
- kind-hearted and tries hard.

Matilda:

- Riley's best friend.

Lachlan Moriarty:

- Matilda's brother
- Riley's worst nightmare!

Talking points

Chapter 1: The Creature

p. 7: Explain the term 'hot on his heels'.

p. 10: Have you ever had a dream about a giant banana? How do you think you would feel the next morning if you did?

p. 12: Why would Riley prefer it was green vegetables that were giving him bad dreams?

Chapter 2: At the Beach

p. 19: Have you ever had an animal try to tell you something? How do dogs try to 'tell' people things?

Chapter 3: Disaster!

p. 24: Have you got any embarrassing undies that you would hate anyone else to see?

p. 25: Demonstrate a 'teasing, slow handclap'.

Chapter 4: Fruit Suits

p. 28: What sound does the 'ui' make in the words fruit and suits? What other letter combinations can make the same sound? ('oo' as in baboon, 'ue' as in glue, 'ew' as in stew)

p. 33: Predict what might happen next in the story.

Chapter 5: The Race

p. 41: How might Lachlan feel when he finds out that Riley got a prize for coming last?

Activities

Suspense: Discuss the significance of the short sentences on page 7 of *Riley versus the Giant Banana*. Ask students to practise reading this section out loud, listening to the way the suspense builds. Provide students with the **worksheet on page 31** of this teacher support and ask them to make their own story beginning. Have students read their responses aloud.

Innovation: In small groups, have students discuss other 'ginormous' things that Riley could have been chased by in his dream. Discuss the use of humour in the text and make sure students include things that are funny, rather than scary.

Role play: In Chapter 5, Riley tells his mum about the fun run. Ask students to imagine the conversation between Matilda and Lachlan and their mum. Have students consider how the siblings' stories might differ.

Creativity: Allow students to make their own fruit suits. Provide each student with large pieces of card cut into fruit shapes and have them paint their suits.

Word play: Felix the fruiterer wants an alphabet of fruits on display. Give students a copy of the **worksheet on page 32** of this teacher support and have them list as many fruits as possible. When they have exhausted all options, invite them to preface their fruits with adjectives.

Riley: In your dreams, Riley!



Name: _____ Date: _____

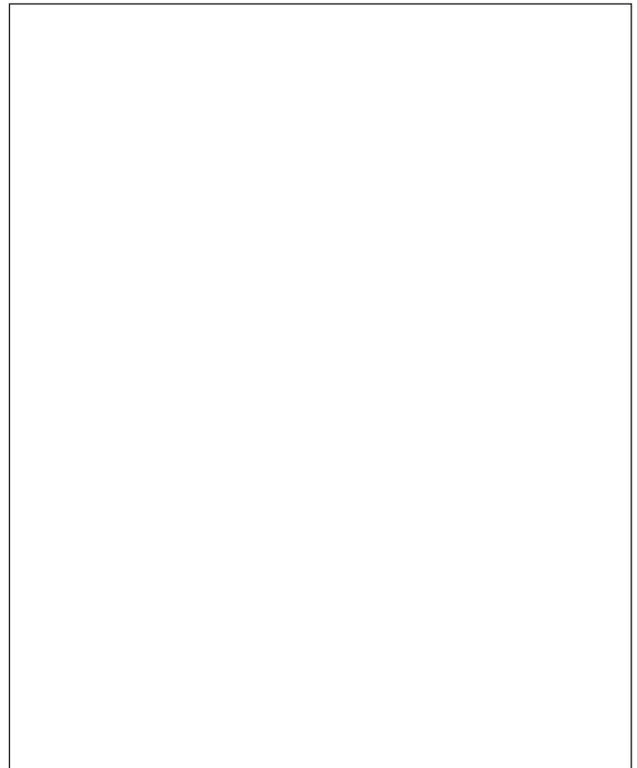
Use your own words to write a new beginning for *Riley versus the Giant Banana*.

Riley kicked the _____ off the bed.
In his dream, he was _____ away.
A strange _____ was hot on his heels.
It was _____ with _____.
And it was gaining on him.

'It's going to _____!'

A _____
loomed in front of
him. People were
gathered outside the
_____. They
were _____.
The _____'
footsteps grew louder.
He ran faster.

Riley screamed.



Draw a picture to match your text.

Read your work to a friend to see how it sounds.

Felix's alphabet of fruits



Name: _____ Date: _____

Felix has asked you to help him write an alphabet of fruits.

Think of one fruit that starts with each letter of the alphabet.

Draw and label them here.

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		