

LEGENDS (in their own lunchbox)

Teacher Support



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Set 2

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Legends (in their own lunchbox) set 2: Teacher Support
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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 2 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	2500–3000

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.

Chaz at the Fish Market



Level:
25

Story overview
Chaz's class goes on an excursion to the Fish Market. Chaz hopes that he might find a sea cucumber, something he has always wanted to cook. Unfortunately for Chaz, however, Angus Howie is also on the excursion. Angus keeps trying to stir Chaz up and when Angus pushes him too far, Chaz ends up in a trolley full of fish guts. But Chaz emerges from the gloop with a prize—a sea cucumber!

Character overview

Chaz:

- is not just a chef but an *artist*
- has always wanted to cook a sea cucumber.

Toby:

- is Chaz's best friend
- hates the smell of fish.

Angus Howie:

- thinks he was born funny
- gives Chaz a hard time.

Mr Lee:

- is a tour guide at the fish market.

Talking points

Chapter 1: The Cucumber Artist
p. 8: List similarities and differences between the types of seafood found at the fish market.
p. 11: What does a 'singsong' voice sound like?
p. 14: Mr Lee looks at Chaz like he has three heads. Imitate Mr Lee's look.
p. 18: Have you ever been to the fish markets before? Tell the class about your experience.

Chapter 2: The Tour Begins
pp. 20–21: Look at the illustration. What sights, sounds, smells and tastes can you imagine?

Chapter 3: Innards, Guts and Heads
p. 34: In your own words, explain the flow chart.

Chapter 4: The Cool Room
p. 38: What does '... but Health and Safety ...' mean?
p. 40: Explain what it means to clean a fish.

Chapter 5: Success!
p. 45: Find the adjectives on this page.
p. 51: How do you think Angus would feel? Does he deserve to feel that way? How does Chaz feel? Does he deserve to feel that way?

Activities

Rules: Talk about the importance of following rules, especially when on school excursions. Have students make a list of rules that Chaz's class would need to follow in order to stay safe at the fish market.

Radial diagram: Have students complete a radial diagram to record the sights, sounds, smells, tastes and feelings of a fish market.

Maps: Have students describe what they see on the map on page 23. Encourage them to comment on the position of places in relation to one another.

Flow chart: Show students the **worksheet on page 15** of this teacher support. They need to cut out the pictures and put them in the correct order to construct their own flow chart. Make sure they add captions, and arrows to show direction.

Creativity: Ask students to sketch their own illustration to match the text on page 51.

Research: Have students research sea cucumbers and then plan an information report by completing the **worksheet on page 16** of this teacher support. As an extension activity, students could use their plan to complete an information report.

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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.

Chaz: Sea cucumbers

Name: _____ Date: _____



Research some information about sea cucumbers using the headings in the table below. Write your notes underneath the headings.

Later, you might like to use your notes to draft and write an information report.

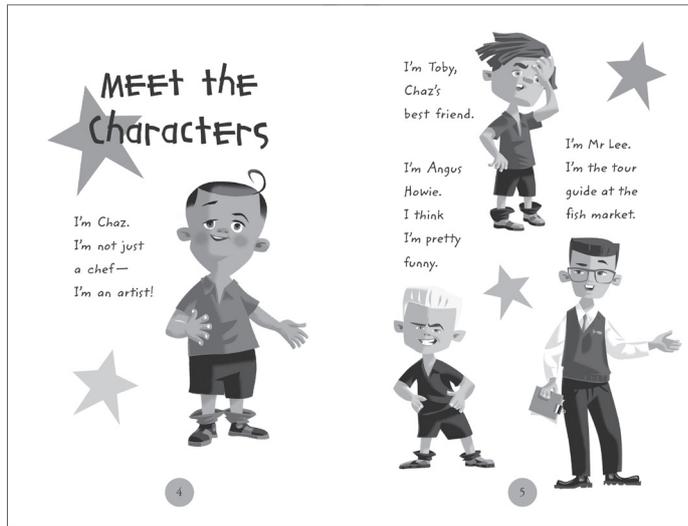
Appearance	Habitat
Life cycle	Food
Other interesting facts	
	

16 Legends (in their own lunchbox) set 2: Teacher Support (ISBN 978 1 4586 4443 5) © Macmillan Publishers Australia 2013

Features of the books

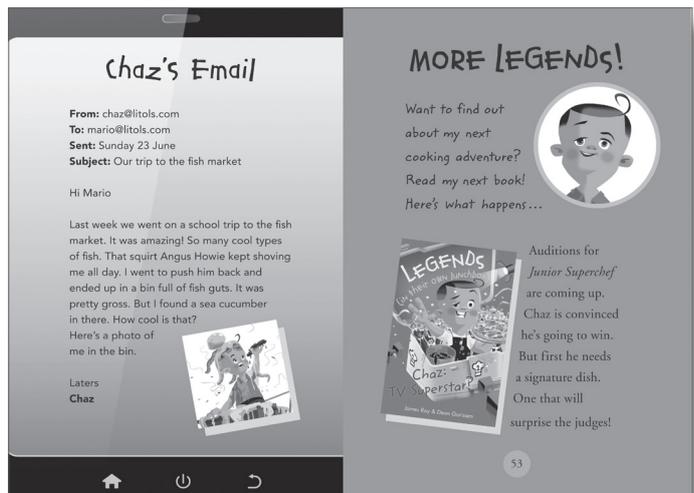
The books in set 2 of *Legends (in their own lunchbox)* are divided into four, five or six chapters with full-colour illustrations appearing throughout.

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 illustrators 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 51	Story ends
Page 52	Email recount
Page 53	More Legends!
Page 54	Meet the Author
Page 55	Meet the Illustrator
Page 56	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>Kim's Fake Cake Bake</i>	21	Brainstorming, synonyms, role play, list, blog
<i>Lucy: The Boss</i>	21	Brainstorming, interview, signs, role play, word search, research
<i>Riley and the Fantastic Plan</i>	22	Punctuation, role play, similes, creativity, nouns and adjectives
<i>Stella: Circus Star</i>	22	Brief messages, memory, Venn diagram, rhyming words, metaphors, map
<i>Chaz at the Fish Market</i>	23	Rules, radial diagram, maps, flow chart, creativity, research
<i>Noob: Amateur Dentist</i>	23	Radial diagram, brainstorming, list, synonyms, jokes
<i>Lucy and the Red Street Boyz</i>	24	Creativity, similes, retell, phone conversation, verbs
<i>Riley and the Treasure</i>	24	Persuasive writing, narrative, map, verbs, glossary
<i>Chaz: TV Superstar?</i>	25	Recipe, email, brainstorming, illustrating, menu, television guide
<i>Stella and the Movie Star</i>	25	Play, brainstorming, interview, spelling
<i>Kim's Super Science Day</i>	26	Portmanteau, research, experiments, spelling, brainstorming, blog
<i>Noob: The Boy Who Could Fly</i>	26	Voice, creativity, illustrating, glossary, role play, compound words

Story overview

Someone has been wrecking entries in the Blarton Show for years. Kim is determined to find the culprit. She sets a trap and lays in wait. Sure enough, the saboteur strikes again and Kim gets the scoop for her blog!

Character overview

Kim:

- is, in her own words, 'an ace reporter'
- is inquisitive
- has her own blog, *Kim's Blurts*.

Ella:

- hates chocolate cake
- is worried about what Kim writes on her blog.

James:

- has the biggest and best pumpkins in Blarton.

Mr Worth:

- is the judge of the local show.

Talking points

Chapter 1: The Secret Saboteur

p. 7: What is a 'saboteur'?

p. 9: If you were entering the kids' section of the Blarton Show, would you make scones or chocolate cake?

p. 10: Why does Ella turn red?

p. 11: Are Ella and James' suspicions about Kim justified?

Chapter 2: No Suspects at All

p. 12: What is one word that could have replaced the words 'cooked too much'?

p. 17: What's the largest vegetable you have ever seen? Have you ever grown a giant vegetable?

p. 17: How do you feed manure to a pumpkin?

Chapter 3: The Big Chocolate Cake Trap

p. 23: What are back issues of newspapers and how do you find them?

p. 31: How does Kim plan to trap the saboteur?

Chapter 4: Preparing the Trap

p. 40: Do you think the saboteur will try to destroy Kim's cake?

Chapter 5: Will the Trap Work?

p. 41: Why does Kim hold her breath?

p. 51: Re-read page 26. Was there a clue on this page that Mr Worth might be the culprit?

Activities

Brainstorming: Turn to pages 19–21 and read about the history of sabotage in the Blarton Show. Show students the **worksheet on page 7** of this teacher support and have them brainstorm the names of some past entrants, and the prizes they could have won. Then have students suggest one way that each entry could have been sabotaged.

Synonyms: In pairs, ask students to find words in the text that have synonyms and have them list a synonym for each word. Start them off with examples such as 'grown-ups' on page 32. Ask students to work in pairs, then have two pairs combine their lists.

Role play: Ask students to role-play Kim telling Ella and James about how she caught the culprit.

List: Lots of things can go wrong when you are baking a cake. Have students discuss disasters in their own kitchen, then get them to brainstorm a list of things that could go wrong.

Blog: Have students refer to page 48, then ask them to write Kim's blog entry for her.



Kim: Miss Petal and Mr Broccoli

Name: _____

Date: _____

The local paper is publishing a list of past entrants to the Blarton Show, with a story about how their entries were sabotaged.

Think of some other entrants who could have been included. List their names and the prize they could have won, then suggest how you think Mr Worth might have sabotaged their entry.

<i>Name</i>	<i>Prize</i>	<i>How their entry was sabotaged</i>
Miss Petal	Best Garden Roses	
Mr Broccoli	Best Home-grown Vegetables	
Mrs Cherry	Best Fruitcake	

Story overview

When Principal Newbury overhears Lucy huffing, 'If I were in charge of this school, I'd see that everything worked properly,' she decides to put Lucy in charge. Lucy thinks being the principal for a day will be easy, but she soon changes her mind.

Character overview

Lucy:

- likes people to do things her way
- doesn't like 'rabbit food' in the school cafeteria.

Max:

- is Lucy's best friend
- has two-week-old sandwiches in his bag.

Sean:

- is Lucy's other best friend
- doesn't know how to spell 'expelled'.

Miss Brussels:

- is a teacher at the school
- doesn't take nonsense from anyone.

Mrs Newbury:

- is the principal.

Talking points

Chapter 1: Sprung!

p. 12: Have you ever said something bad about someone and then found out they were listening?

Chapter 2: Day One: Overjoyed

p. 18: Why wasn't Mrs Barge happy?

p. 19: Find the simile on this page.

Chapter 3: Day Two: Overboard

p. 23: Why do you think someone drew the big red cross on Lucy's painting?

p. 27: What are some of Lucy's new rules?

Chapter 4: Day Three: Overwhelmed

p. 32: Do you think Miss Brussels wants Lucy's job? Has Lucy misread the situation?

p. 39: What does 'A wall of noise hit them' mean?

Chapter 5: Day Four: Overthrown

p. 43: How would Miss Brussels say, 'Hi there, Lucy, boys.?'

p. 51: What has Lucy learnt from her experience?

Activities

Brainstorming: Have students discuss what they would do if they were principal for the day. Show them the **worksheet on page 9** of this teacher support and have them plan their day.

Interview: Ask students what they think the principal of their school does during the day. As a class, make up a list of questions to ask the principal. The questions could be emailed or specific students could conduct an interview.

Signs: Lucy adds 37 new school rules. In small groups, have students suggest what the new rules could be. Remind them to consider Lucy's point of view. Students can draw signs for the rules as they go.

Role play: Have students re-read page 33. Ask them to role-play what Mrs Brussels might have said.

Word search: Have students think of as many words as they can that start with the prefix 'over'. Begin with the four in the chapter headings. Encourage the use of dictionaries. Students can include definitions.

Research: Read the description of Lucy's crouching tiger form on page 47. Help students research martial arts and find images of poses.

Lucy: Principal for a day



Name: _____

Date: _____

Imagine you are going to be principal of your school for a day.

Make some notes to plan your day.

Think about jobs you will need to do, places you will need to visit and people you will need to see.

7.30–8.30 am	12.30–1.30 pm
8.30–9.30 am	1.30–2.30 pm
9.30–10.30 am	2.30–3.30 pm
10.30–11.30 am	3.30–4.30 pm
11.30 am–12.30 pm	Other notes:

Riley and the Fantastic Plan

Level:

22

Story overview

Riley wants to win the Champion's Cup. He tells Matilda about his plan to make people smarter. He manages to 'prove' that head massage, concentration and encouraging words can make people remember things. They try it out on Riley's nan and pop and the rest of the residents at Bliss Park Retirement Home. They don't win the Champion's Cup, but they do end up with a cup—one that's even bigger and better!

Character overview

Riley:

- has fantastic plans for things
- has a brain that never sleeps, except during Maths lessons.

Matilda:

- is Riley's best friend
- is keen to help Riley follow through with his plans.

Riley's nan:

- has a terrible memory.

Riley's pop:

- also has a terrible memory
- lives at Bliss Park with Riley's nan.

Talking points

Chapter 1: The Champion's Cup

p. 10: If someone is shonky what does it mean? Why do you think the author named the professor 'Professor Julius P Shonk'?

p. 11: What do you do when you are trying to think really hard about something?

Chapter 2: Nan and Pop

p. 16: What is a fluke?

pp. 18–22: What do you learn about Riley's nan and pop in this chapter?

Chapter 3: A Little Test

p. 31: What do you think will happen next?

Chapter 4: A Roar of Snores

p. 37: Mrs Bloom 'barrelled' up to Riley. How did she move?

p. 38: Look at Riley's expression in the illustration. What does it tell you about how he is feeling?

Chapter 5: Eyes on the Sky

p. 43: Find the simile on this page. Act it out.

Activities

Punctuation: Have students act out the banter between Riley and Matilda on pages 9 and 10. Students will need to pay close attention to the punctuation in order to place correct emphasis on certain words. They will also need to experiment with pauses.

Role play: On page 39, Riley dances with Mrs Bloom. Have students demonstrate different forms of dance and then decide how Mrs Bloom would be dancing.

Similes: Discuss the simile on page 43, 'Matilda drooped like a sad flower', and have students brainstorm a list of other similes they have heard.

Creativity: Riley's plan to help people remember things involves head massage, concentration and encouraging words. Ask students how else they could help people to remember things.

Nouns and adjectives: Have students describe some of the characters in the book, using adjectives from the text to help with their descriptions. Refer students to the description of Charley on page 47. Help students locate the nouns and the adjectives in the sentence, 'A tall, thin man with a bristly moustache'. Provide each student with a copy of the **worksheet on page 11** of this teacher support. Have them choose their own words to complete the sentences.

Riley: Tall, thin and bristly



Name: _____

Date: _____

Write new words in the spaces below to make different sentences.

Article	Adjective	Adjective	Noun	Preposition	Article	Adjective	Noun
A	tall,	thin	man	with	a	bristly	moustache.
A			man	with	a		moustache.
A			man	with	a		moustache.
A	tall,	thin		with	a	bristly	
A				with	a		

Story overview

Stella goes to the circus with her yiayia. When she sees Zelda perform on a beautiful horse called Moonlight, Stella wants to be a circus star, too. When Yiayia arranges for Stella to have horse-riding lessons, Stella couldn't be happier. But then she sees Bethany Green. And when Bethany Green sees Stella somersaulting from her horse into a stinky pond, Stella realises she wasn't meant to be a circus star after all.

Character overview

Stella:

- loves singing, dancing and acting
- aspires to be a star.

Zelda:

- is a 'real' circus star.

Bethany Green:

- is the most popular girl at Stella's school.

Talking points

Chapter 1: The Circus Royale

p. 9: Stella calls her grandma 'Yiayia'. What does this tell us about her background?

p. 9: Find all the verbs on this page.

Chapter 2: Henry the Horse

p. 22: Who are the 'adoring fans' Stella waves at?

p. 23: What sound does the 'wr' make in 'writhing'?

Chapter 3: Yah for Yiayia!

p. 25: Find out why Stella's yiayia adds 'mou' after Stella's name.

p. 26: What do we learn about Stella's relationship with her yiayia on this page?

p. 29: Do you know the answer to the question on the game show?

Chapter 4: Giddy-up'N'Go

p. 33: What is the 'N' in the chapter title short for?

p. 36: How would Stella feel when she saw Bethany Green and her friends?

Chapter 5: Sweetie Takes Off!

pp. 47–49: What is the effect of the short sentences on these pages?

Activities

Brief messages: On page 25, Stella's mum leaves a sticky note for Stella. Provide students with pads of sticky notes and encourage them to leave notes for each other throughout the day.

Memory: Help students play a variation of the 'I went shopping ...' game. The first student says, 'I went to the stables and I saw a ____ horse.' The next student then adds their own variation. For example, 'I went to the stables and I saw a black horse, a spotty horse and a white horse with a plaited mane.'

Venn diagram: Have students construct a Venn diagram showing the differences and similarities between Stella's bony old nag, Sweetie, and Bethany Green's beautiful Snowflake.

Rhyming words: Bethany and her friends chant 'Stel-la's a smell-er!' Have students make a list of words that rhyme with Stella. Point out that the end sound can be spelt 'er' or 'a'.

Metaphors: On page 45 there is a metaphor, 'Sweetie was on fire!' Have students discuss how metaphors help readers visualise what is happening. Start a wall display of metaphors that students come across. Have students create funny illustrations to match each one.

Map: Show students the **worksheet on page 13** of this teacher support. Explain that they need to construct a map to show the places Stella rode.

Stella: Into a pond full of ducks ...



Name: _____

Date: _____

Read pages 44 to 49 again, then draw a map showing where Stella went.

Use these labels on your map:

pond

gate

open field

yard

another field

bushes and trees

Add a dotted line to show where Stella went.

A large, empty rectangular box with a thin black border, intended for the student to draw a map of the area where Stella went. The box is currently blank.

Chaz at the Fish Market

Level:

23

Story overview

Chaz's class goes on an excursion to the Fish Market. Chaz hopes that he might find a sea cucumber, something he has always wanted to cook. Unfortunately for Chaz, however, Angus Howie is also on the excursion. Angus keeps trying to stir Chaz up and when Angus pushes him too far, Chaz ends up in a trolley full of fish guts. But Chaz emerges from the gloom with a prize—a sea cucumber!

Character overview

Chaz:

- is not just a chef but an *artist*
- has always wanted to cook a sea cucumber.

Toby:

- is Chaz's best friend
- hates the smell of fish.

Angus Howie:

- thinks he was born funny
- gives Chaz a hard time.

Mr Lee:

- is a tour guide at the fish market.

Talking points

Chapter 1: The Cucumber Artist

p. 8: List similarities and differences between the types of seafood found at the fish market.

p. 11: What does a 'singsong' voice sound like?

p. 14: Mr Lee looks at Chaz like he has three heads. Imitate Mr Lee's look.

p. 18: Have you ever been to the fish markets before? Tell the class about your experience.

Chapter 2: The Tour Begins

pp. 20–21: Look at the illustration. What sights, sounds, smells and tastes can you imagine?

Chapter 3: Innards, Guts and Heads

p. 34: In your own words, explain the flow chart.

Chapter 4: The Cool Room

p. 38: What does '... but Health and Safety ...' mean?

p. 40: Explain what it means to clean a fish.

Chapter 5: Success!

p. 45: Find the adjectives on this page.

p. 51: How do you think Angus would feel? Does he deserve to feel that way? How does Chaz feel? Does he deserve to feel that way?

Activities

Rules: Talk about the importance of following rules, especially when on school excursions. Have students make a list of rules that Chaz's class would need to follow in order to stay safe at the fish market.

Radial diagram: Have students complete a radial diagram to record the sights, sounds, smells, tastes and feelings of a fish market.

Maps: Have students describe what they see on the map on page 23. Encourage them to comment on the position of places in relation to one another.

Flow chart: Show students the **worksheet on page 15** of this teacher support. They need to cut out the pictures and put them in the correct order to construct their own flow chart. Make sure they add captions, and arrows to show direction.

Creativity: Ask students to sketch their own illustration to match the text on page 51.

Research: Have students research sea cucumbers and then plan an information report by completing the **worksheet on page 16** of this teacher support. As an extension activity, students could use their plan to complete an information report.

Chaz: From boat to table



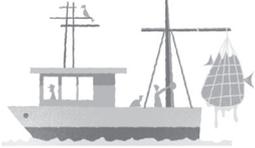
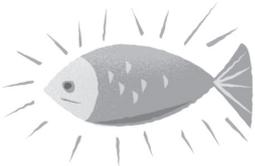
Name: _____

Date: _____

These pictures make up a flow chart that shows how fish get from boat to table. Cut out the pictures and put them in the correct order. Then paste them onto another sheet of paper.

Add arrows to show the order of the steps.

Add captions.

Chaz: Sea cucumbers



Name: _____

Date: _____

Research some information about sea cucumbers using the headings in the table below. Write your notes underneath the headings.

Later, you might like to use your notes to draft and write an information report.

<i>Appearance</i>	<i>Habitat</i>
<i>Life cycle</i>	<i>Food</i>

Other interesting facts

A cartoon illustration of Chaz standing behind a cart filled with sea cucumbers. He is holding a sea cucumber in his hand. There are wavy lines around the sea cucumbers, suggesting movement or a lively scene.

Story overview

Noob thinks his undercover, crime-fighting days are over after a chance meeting with Ruby, a little girl with a wobbly tooth, leaves Noob holding some incriminating evidence. It looks bad, and Miss Chowder isn't happy. Noob is ready to hang up his cape when just in the nick of time, he hears a call for help. Noob, playground superhero, is back in action!

Character overview

Noob:

- is a friendly crime fighter
- is a library monitor
- his real name is Sam Boon.

Ruby:

- has a wobbly tooth.

Miss Chowder:

- is the school librarian
- says that wherever Noob goes, trouble finds him.

Talking points

Cover

Title: Explain the word 'amateur'.

Chapter 1: The Whole Tooth

p. 7: What makes the chapter heading, 'The Whole Tooth', humorous?

p. 16: How do you think the comment, 'You aren't much of a superhero!' would make Noob feel?

Chapter 2: Ruby Mars

p. 23: Have you had a wobbly tooth? How did it come out?

Chapter 3: Super-lame

p. 26: What is 's'posed' short for?

p. 28: How does the term 'drool-soaked' help you imagine the situation Noob is dealing with?

Chapter 4: Go!

p. 33: How do you feel as you read about Noob tugging at Ruby's tooth?

Chapter 5: Never Fear

p. 40: What is a traitor?

p. 42: What would you say to Miss Chowder if you could speak to her?

Weird Tooth Facts

p. 50: Why do you think people might want to buy old teeth? Would you want to have someone else's tooth?

Activities

Radial diagram: Show students the **worksheet on page 18** of this teacher support. Have them share their own wobbly teeth experiences or, if they haven't had a wobbly tooth, how they imagine it will be. Ask students to describe how wobbly teeth look, feel, taste, smell and sound, either in words or by drawing and labelling pictures.

Brainstorming: Provide pairs of students with large sheets of chart paper and marker pens. Refer them to the text on page 24, 'Noob was not going to argue the differences between kidnapppers and library monitors.' Have the pairs brainstorm as many differences between the two as they can.

List: On page 37, Noob lists the loud things he has heard in his life. Have students list all the really loud things they have heard, in order of loudness.

Synonyms: Remind students that synonyms are words that mean the same thing. Refer them to page 47 and ask them to find synonyms in the text for the following words: child, crying loudly, lifted, rap, yelled.

Jokes: Turn to the jokes on page 51. Ask students to explain these in their own words. Have students share other tooth or dentist jokes they know. See if they can make up more of their own.

Noob: Wobbly teeth



Name: _____

Date: _____

Have you ever had a wobbly tooth?

Write or draw what it:

If you haven't had a wobbly tooth yet, try to imagine how it will look, feel, smell, taste and sound.

looked like

felt like

smelt like

tasted like



sounded like

Lucy and the Red Street Boyz

Level:
24

Story overview

Eager to sort out the bullies at school, Lucy puts up a sign advertising herself as a kung-fu bodyguard. For just \$10 a week, Lucy offers guaranteed protection. But while Lucy thinks it's her jumping and spinning and side kicking that's scaring off the bullies, it's actually Gracie, the new girl at school. And even when Lucy works it out, Gracie lets Lucy keep believing that she's the hero.

Character overview

Lucy:

- thinks of herself as a kung-fu queen
- has stacks of energy.

Gracie:

- is the new girl
- is always smiling
- is the tallest girl in the school.

Efi Mandolios:

- is Lucy's friend
- gets picked on by the Red Street Boyz.

Bruce:

- is one of the Red Street Boyz
- is also known as Brewster.

Talking points

Chapter 1: Lucy on the Job

p. 8: Do you know anyone so loud that you have to cover your ears?

p. 14: Find the simile on this page.

Chapter 2: Boyz—Begone!

p. 18: What does 'Bodyguards march on their tummies' mean?

p. 20: What does the simile 'like frenzied, ravenous sharks' tell you about the Red Street Boyz?

Chapter 3: Things Change

p. 33: How true are Max and Sean's comments on this page?

Chapter 4: Goody-goody Boyz

p. 36: Why does 'Boyz' have a capital 'B' and a 'z' at the end?

Chapter 5: The Embarrassing Truth

p. 48: What feelings do you associate with the hair on the back of your neck standing up?

Activities

Creativity: Ask students to imagine they are going to be a bodyguard like Lucy. Have them design a poster to advertise their services.

Similes: Have students locate similes in the text. Show them the **worksheet on page 20** of this teacher support and ask them to rewrite the similes with new endings. The new endings should be just as effective in portraying a vivid image of what is happening.

Retell: Ask students to retell the story in their own words. Encourage them to do this with the rest of the class as their audience. Make sure the class listens, rather than adding comments or reminders.

Phone conversation: Tell students to imagine that Lucy rings Gracie to say thank you. Provide telephones as props and have students role-play this dialogue.

Verbs: Have students go through the text and make a list of all the verbs that have been used instead of 'said'.

Lucy: Head-hopping lice



Name: _____ Date: _____

Read each of the similes listed below.

Rewrite each one, replacing the underlined part with your own idea/words.

Remember that similes need to help draw a picture in the reader's mind.

... she saw the Red Street Boyz dropping like flies.

The Red Street Boyz were already closing in like frenzied, ravenous sharks.

The whispers whizzed around the school faster than head-hopping lice.

This time the Boyz charged like a wall rushing at her.

If it hit her, she would be squashed as flat as a bug.

Standing behind her was Gracie, whose eyes were glinting like pieces of coal.

Riley and the Treasure

Level:
24

Story overview

It's council clean-up time and Riley is excited! He and Tilda are sure they'll find treasure in other people's trash. But Lachlan Moriarty plays a trick on Riley. He draws a pirate's map and sends Riley off in the false hope of finding real pirate treasure. Lachlan gets a good laugh, but Riley ends up the winner.

Character overview

Riley:

- is positive, friendly and happy
- sometimes has ideas that aren't as great as he first thinks.

Matilda:

- is Riley's best friend
- doesn't like heights.

Lachlan Moriarty:

- is Riley's worst nightmare
- is Matilda's brother.

Talking points

Chapter 1: Treasure Hunting

p. 9: Have you been part of a council clean-up week? Talk about the things your family put out for collection, or what you found.

p. 12: What does this page show us about Riley and Lachlan's relationship?

Chapter 2: The Pirate Map

p. 16: Can you see how Walrus Rock got its name?

p. 17: How do you spell 'treasure'?

p. 21: What clues did Riley miss that could have alerted him to Lachlan's trick?

Chapter 3: The Abominable Mud-man

p. 26: Why does Lachlan say Riley looks like the Abominable Mud-man? Who is the Abominable Snowman and what does he look like?

Chapter 4: X Marks the Spot

p. 39: Can you imagine how Riley and Matilda are feeling?

Chapter 5: The Reward

p. 45: What do you think Matilda expected the pirates to have buried their treasure in?

p. 51: Who gets what they deserve?

Activities

Persuasive writing: As a class, discuss the pros and cons of council clean-up days. Give each student a copy of the **worksheet on page 22** of this teacher support and have them take notes. Later, ask them to imagine that the council is going to stop the clean-up days. Have students write a persuasive text convincing the council to change its mind.

Narrative: Tell students to imagine that something precious has accidentally been collected during a council clean-up. Ask them to think up some ideas for narratives on this topic.

Map: Have students create a trick pirate map using their own surroundings.

Verbs: Remind students how to recognise verbs and then ask them to go on a verb hunt through the book. Have them work in pairs, taking turns to add a verb to their list.

Glossary: Ask students to make a list of interesting words from the text. Have them find definitions for the words and create an illustrated glossary.

Riley: Council clean-ups



Name: _____

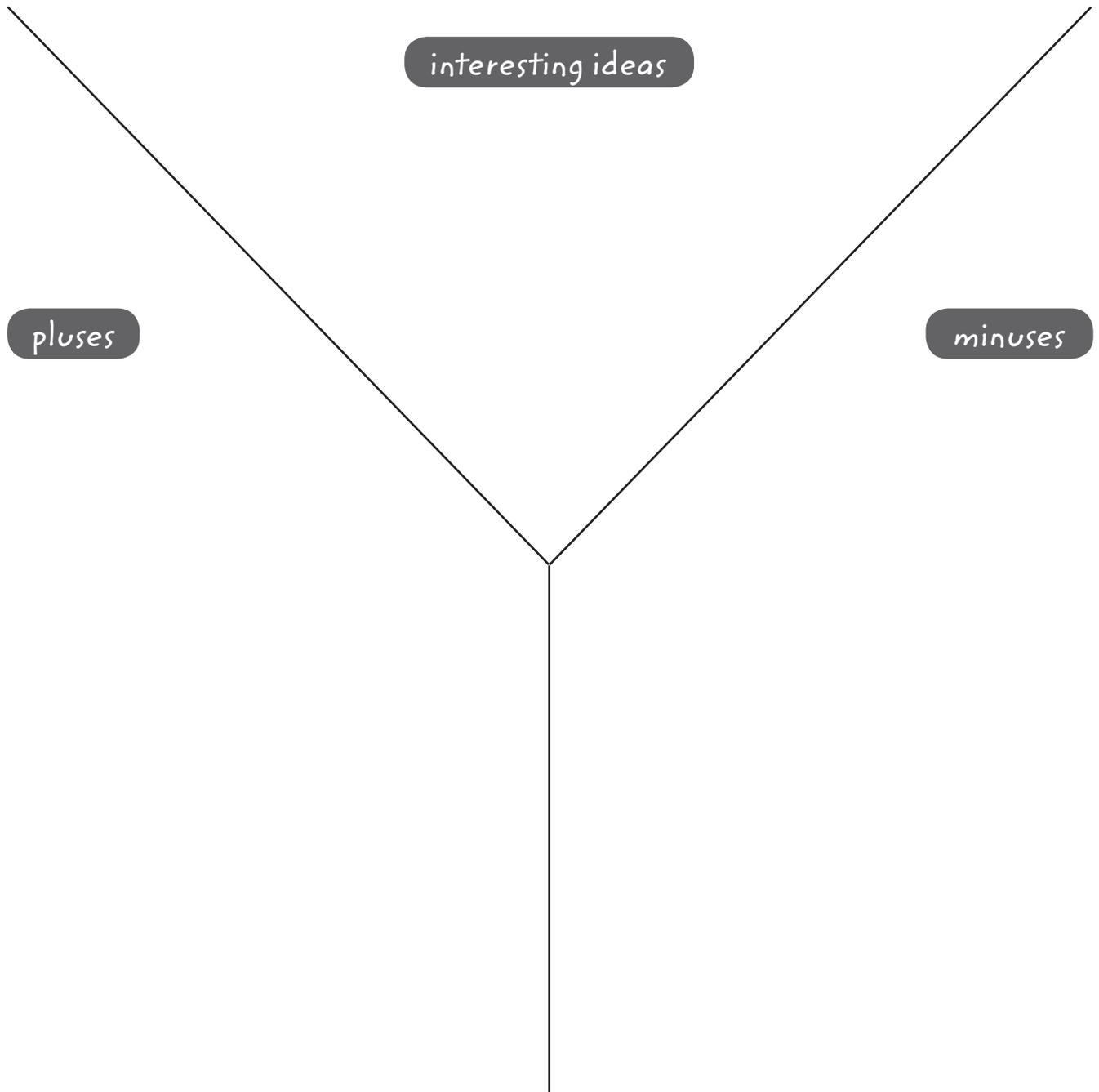
Date: _____

Think about council clean-ups.

Write the good things about them (pluses).

Write the bad things about them (minuses).

Write any other interesting ideas about council clean-ups.



Chaz: TV Superstar?

Level:
25

Story overview

Chaz is ecstatic! There is an audition for *Junior Superchef* coming up and he is determined not just to enter, but to win. For his audition, Chaz creates a Swiss pizza. The judges are pleased to hear that he couldn't find snails for the topping, but aren't too impressed when Chaz says he used slugs instead.

Character overview

Chaz:

- loves cooking
- wants to win *Junior Superchef*.

Toby:

- is Chaz's best friend
- is very supportive.

Chaz's mum and dad:

- are supportive of Chaz's cooking attempts, but worried about them too.

Helen McMurray:

- is a judge of *Junior Superchef*
- gets to try one of Chaz's creations.

Talking points

Chapter 1: The Ad

- p. 12: What is a signature dish?
- p. 15: Find Switzerland, Italy, France and Germany on a map.
- p. 18: Are the snails used in cooking the same ones you find in your garden?

Chapter 2: A Lovely Dream

- p. 20: How do the italics change the way we read Chaz's lines?
- p. 23: Why does Chaz's mum sigh?
- p. 23: What information might be in the email?

p. 25: Would you be nervous?

pp. 28–32: What do we learn about Chaz's character on these pages?

Chapter 3: A Fortunate Discovery

p. 43: What might be on the piece of paper Chaz's dad had to sign?

Chapter 4: Who Wants Pizza?

p. 47: What do you imagine the judges would think after they hear Chaz describe his dish?

p. 50: Why is Chaz proud of the huge, damp mess on the front of his T-shirt?

Activities

Recipe: On the **worksheet on page 24** of this teacher support, ask students to write a recipe Chaz could have used for his Swiss pizza. Have them use as much information from the text as possible, but encourage them to add their own creative touches too.

Email: After Mum puts Chaz's name down for *Junior Superchef*, the organisers send her a confirmation email. Ask students what information they think this email would contain.

Brainstorming: Have each student sit opposite a partner. Ask them to take it in turns to name a pizza topping. See how many pizza toppings they can think of.

Illustrating: Ask students to draw a fancy dessert that could be made on a show like *Junior Superchef*.

Menu: Ask students to write a menu they would like to create if they were competing in a competition like *Junior Superchef*.

Television guide: Have students imagine Chaz's *Superchef* appearance. Have them write an entry for the television guide.

Chaz: Swiss pizza recipe



Name: _____ Date: _____

Write a recipe Chaz could have used for his *Junior Superchef* pizza.

Pizza name:

Ingredients:

Don't forget to include quantities.

- _____
- _____
- _____
- _____
- _____
- _____

Method:



Draw the finished pizza in the box above.

Number each step. Try to start each step with a verb.

Story overview

Stella can't believe her luck when she discovers that a new movie is being made in Northside. When she hears that the director is looking for extras, she is determined to get noticed. She dresses up in Yiayia's frilly nightie and a pink feather boa, but it is Astro, her dog, who ends up becoming a star.

Character overview

Stella:

- can't wait to be a movie star
- has a dog called Astro.

Poppy:

- loves Cosmo Cruz.

Henry:

- has a pet snake called Fang.

Bethany Green:

- is much better than Stella at everything (according to her).

Talking points

Chapter 1: The Princess in the Tower

p. 9: Make some witchy cackling sounds. Do some princessy twirls.

p. 13: What sound does the 'sc' make in *scene*? What other words have the same 'sc' spelling and sound?

Chapter 2: Trailer Park Mystery

p. 14: What does 'milling around' mean?

p. 21: What is an autograph book?

Chapter 3: Movie Madness

p. 26: Would you like to be an extra in a movie? What sort of things do you think extras do?

p. 27: What does 'She wanted a whole scene all to herself' tell you about Stella?

Chapter 4: Mean Bethany Green

p. 30: What sound does the 'ea' make in *mean*? What sound does the 'ee' make in *Green*?

p. 36: In the illustration, why is there a light bulb above Stella's head?

Chapter 5: How to Dress Like a Star

p. 40: What do you think the movie people will think of Stella's look?

Chapter 6: Stella's Big Moment

p. 51: How do you think Stella felt when Henry and Astro were chosen as extras?

email

p. 52: What reason does Stella give Maddy for not being chosen as an extra?

Activities

Play: In groups, have students make up a play about a princess, a witch and a dragon.

Brainstorming: Ask students to list the stories they know that feature princesses, witches or dragons.

Interview: Show students the **worksheet on page 27** of this teacher support. Explain that they need to read each category and then ask someone who fits that category for their autograph, or signature.

Spelling: Ensure that students recognise that the 'ea' in *mean* and the 'ee' in *Green* sound the same but are spelt differently. Ask them to think of other spelling choices for the same sound. Show students the **worksheet on page 26** of this teacher support and explain that they need to circle the words that have the 'e' sound as in *me*. Next, have them add these words to the table and then think of extra words to fill in the spaces.

Stella: Mean and green



Name: _____

Date: _____

Read the sentences below. Circle the words that have an 'e' sound, as in *me*.

You can be the evil witch that gets eaten by the dragon.

Poppy had a go at being the princess.

She'd never seen a real live movie star before.

Bethany jiggled her ponytail again.

Mean Bethany Green.

'You smell funny.'

Look at the letters that make the 'e' sound in the sentences above, then write the words in the correct column in the table.

ea as in <i>mean</i>	ee as in <i>green</i>	e as in <i>me</i>
ey as in <i>honey</i>	y as in <i>funny</i>	other

Think of other words to complete each column. Make sure you match the spellings shown in the table.

Stella: Autograph book



Name: _____

Date: _____

Find one person in your school to match each of the descriptions below.

Ask each person to sign their name in the space provided.

<i>someone friendly</i>	<i>someone who works at the school</i>
<i>someone who wears their hair in plaits</i>	<i>someone who has a pet dog</i>
<i>someone who is 8 years old</i>	<i>someone who plays an instrument</i>
<i>someone who has a younger brother</i>	<i>someone with curly hair</i>
<i>someone whose name starts with K</i>	<i>someone who likes pizza</i>
<i>someone with a beard</i>	<i>someone who likes flowers</i>

Story overview

First prize in the Science Project Competition is a video camera. Kim wants it badly, but she knows she needs to come up with a really good experiment in order to win. Kim overhears her parents talking about lava lamps—this could be just the lead she is after! Happy with her experiment, she places it on the judging table. Unfortunately for everyone, however, Tom's stink bomb clears the room.

Character overview

Kim:

- writes a blog called *Kim's Blurts*
- is determined to win the video camera so she can turn her blog into a vlog.

Ella:

- is Kim's best friend
- makes a volcano for her experiment.

Tom:

- has some very weird ideas.

Kim's dad:

- runs the local newspaper.

Talking points

Chapter 1: Boring Science!

p. 11: What science project would you enter in the competition?

Chapter 2: Crazy Volcanoes

p. 12: Can you think of any other words like volcano/volcanoes, where the singular ends in 'o' and the plural ends in 'oes'?

Chapter 3: Tom Acts Strangely

p. 22: In your own words, explain why the video camera became the first prize.

p. 25: How could a bottle of tonic water and a packet of mints create a fountain?

Chapter 4: A Sticky Situation

p. 37: Have you ever seen a lava lamp?

p. 38: List the materials needed to make the lava lamp.

p. 38: Which verbs are used in the instructions?

p.38: What are antacid tablets?

Chapter 5: Eruptions Everywhere!

p. 51: Why is it that disasters are the easiest things to report on?

Activities

Portmanteau: Talk with students about portmanteaus, or two words and definitions combined to make one word, like *vlog*. Have them brainstorm a list of other portmanteau words.

Research: Have students research lava lamps and make a collage of images. They should talk to family and teachers and record their thoughts and recollections about lava lamps.

Experiments: In science, it is important to pay particular attention to the structure and features of written science experiments. Find instructions for making a lava lamp (there are several online). Help students conduct the experiment and then write it up.

Spelling: Show students the **worksheet on page 29** of this teacher support. Explain that they need to colour the bubble next to the best answer.

Brainstorming: Kim counts six trays of plants on the judging table. In pairs, have students brainstorm as many experiments involving plants as they can.

Blog: Have students write Kim's weekly blog entry.

Kim: Spelling



Name: _____

Date: _____

Choose the correct word to fill in each gap, and colour the bubble next to it.

<p>There is a _____ first prize. (page 7)</p> <p><input type="radio"/> knew</p> <p><input type="radio"/> new</p> <p><input type="radio"/> know</p>	<p>She had to _____ it into the sink and turn the tap on. (page 16)</p> <p><input type="radio"/> three</p> <p><input type="radio"/> through</p> <p><input type="radio"/> throw</p>
<p>_____ enough, the writing turned pale brown. (page 18)</p> <p><input type="radio"/> Sure</p> <p><input type="radio"/> Shure</p> <p><input type="radio"/> Shore</p>	<p>I heard Mr Smith _____ it in a raffle. (page 21)</p> <p><input type="radio"/> one</p> <p><input type="radio"/> won</p> <p><input type="radio"/> wun</p>
<p>Her blog _____ become a famous vlog. (page 23)</p> <p><input type="radio"/> wood</p> <p><input type="radio"/> woud</p> <p><input type="radio"/> would</p>	<p>'Er ... no.' Kim's face was bright _____. (page 24)</p> <p><input type="radio"/> red</p> <p><input type="radio"/> read</p> <p><input type="radio"/> reed</p>
<p>Maybe she would have to make a volcano, _____. (page 25)</p> <p><input type="radio"/> two</p> <p><input type="radio"/> to</p> <p><input type="radio"/> too</p>	<p>_____ were even some videos of them. (page 37)</p> <p><input type="radio"/> They're</p> <p><input type="radio"/> There</p> <p><input type="radio"/> Their</p>

Read *Kim's Super Science Day* to check your answers.

Noob: The Boy Who Could Fly

Level:

26

Story overview

Noob thinks it's time he developed his superpowers. He tries to conquer pain by eating red-hot chilli peppers and then moves on to learning to fly. Noob's feeling fine until Liam Lawson, his archenemy, turns up. Noob's crazy leap from the roof into the compost heap leaves him covered in rotten vegetables. Never one to miss an opportunity, Noob becomes Compost Man and scares Liam away.

Character overview

Noob:

- is a friendly undercover superhero
- thinks it's time he learnt to fly.

Trung:

- helps keep Noob's crazy schemes in check
- saves Noob from the red-hot chilli peppers by throwing a glass of milk in his face.

Liam Lawson:

- is Noob's archenemy.

Talking points

Chapter 1: No Pain

p. 8: What do you think of chillies, or spicy hot dishes?

p. 10: Imitate Noob's 'stink eye'.

Chapter 2: I Believe I Can Fly

p. 20: Have you ever thought about what it would be like to fly?

Chapter 3: Visitor

p. 25: Who were the Wright brothers?

p. 33: What would you do if you were Noob? Thinking about Noob's character, what do you think he will do?

Chapter 4: Fly Guy

p. 34: Help Noob to think of a snappy comeback.

Chapter 5: SuperBeast

p. 42: Find a word on this page with five syllables.

p. 50: What are the three most interesting facts you learn about Superman on this page?

Activities

Voice: On page 22, Liam says, 'Did I hear that my superhero friend is going to fly? How LOVELY!' He says it in a 'silly, high-pitched voice'. Have students experiment with saying the same lines in a variety of ways to help them recognise how the meaning or intention can change.

Creativity: Have students draw a large capital Y on a page. They need to write a P in one section, an M in another and an I in the last. Ask them to complete the chart by listing the pluses, minuses and interesting points about humans being able to fly.

Illustrating: Have students draw pictures to show what Noodle Man and Spring Roll Dude could look like.

Glossary: Show students the **worksheet on page 31** of this teacher support. Ask them to find definitions for the circled words. Next, have students put the words in alphabetical order.

Role play: Have students imagine the conversation that Noob, Trung and Trung's mum will have as they eat their noodles. Ask students to work in groups of three to role-play the situation.

Compound words: Remind students about compound words. Show them the **worksheet on page 32** of this teacher support and explain that they need to refer to the book to find the missing compound words. Ask them to underline the two words that make up each compound word.

Noob: In the glossary



Name: _____

Date: _____

Using a dictionary, find definitions for the words that are circled below.

Write them in the spaces provided.

If I want to be **invincible** I need to practise.

Something **traditional**.

He looked down into the **compost** heap.

Pieces of **soggy** bread.

Air **evacuated** his lungs.

He stood, his entire body **festooned** in rotten food.

He **flexed** his muscles.

Chunks of rotten tomato and spinach leaves flew off him as he **charged** towards his enemy.

Turn the page over and write the circled words in alphabetical order.

Noob: Compound words



Name: _____ Date: _____

Use *Noob: The Boy Who Could Fly* to find the missing words. Write them in the spaces below.

page 4: I'm Noob, your friendly _____ superhero.

page 8: 'Super-hot for a _____,' Noob said.

page 8: 'And, _____, don't you have to be born with a _____?'

page 20: 'I figure the next superpower I go for will be _____ easy.'

page 21: Liam Lawson, Noob's _____, appeared next to them at the library counter.

page 25: He gazed across the _____ at their suburb.

page 34: Noob tried to think of a snappy _____.

page 38: _____ noodles.

page 42: His ribs felt as though they were touching his _____.

page 48: Then the sound of running _____ was heard as he disappeared into the _____.

Each of the words you filled in above is a compound word. A compound word is made up of two words.

Circle the two words that make up each compound word. For example:

lunch box