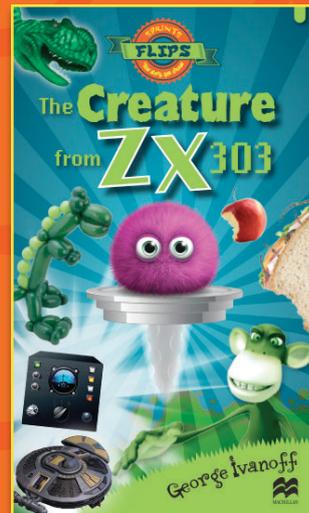
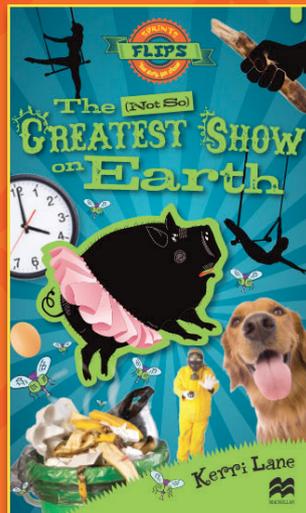
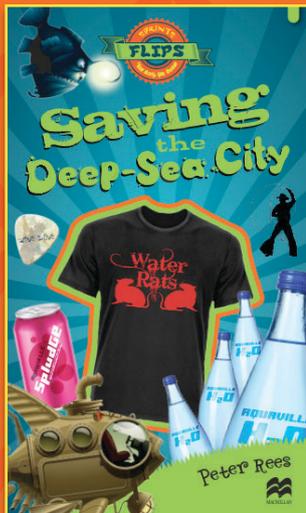
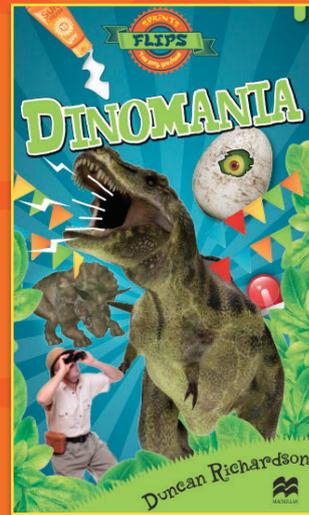
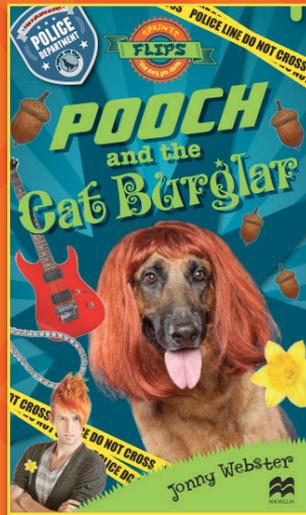




TEACHER GUIDE

RA
8.5-9.5
approx



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Published 2014 by
Macmillan Education Australia
Level 1, 15-19 Clarendon Street, South Yarra,
Victoria 3141, Australia
www.macmillan.com.au
ISBN: 978-1-4586-4944-7



Introduction



The Sprints Flips

series is designed for proficient students reading at or above expected level, who are building their reading endurance. There are three sets: R.A. 8.5–9.5, R.A. 9.5–10.5, and R.A. 10.5–11.5, with 6 books in each set. The series has been designed to closely reflect the requirements of the Language, Literacy, and Literature strands of the Australian Curriculum.

Sprints Flips models the features of a narrative with a unique, interactive approach in which the student is the protagonist and is presented with choices that allow him or her to choose the course that the story will take by “flipping” to different sections of the book. These choices can be made individually or as a group in a guided reading session. As well as gripping narrative elements, the series focuses on the use of vivid language to enhance writing, with special feature words highlighted in the text. The series helps students develop their own narrative writing skills while they develop their reading skills.

The Flips digital books present the novels in an exciting interactive format, allowing students to “flip” through the narrative at the click of a button. Interactive features include sound effects and clickable feature words that students can pull out and use in digital writing templates, based on the interactive-novel structure, that allow them to build on the Flips novel they have read or to write one of their own.

The notes and activities have been planned to extend students’ reading and writing by focusing on narrative structure and all the other elements included in a narrative. The notes include:

- **guided reading notes to key sections of the narrative**
- **comprehension worksheets**
- **writing worksheets**
- **fun group activity pages**

There are guided reading notes for key sections of each interactive novel, to focus students on their reading in a guided reading context.

There is one worksheet with a comprehension focus, and one worksheet with an independent writing focus for each novel. Questions on the comprehension worksheets are a mix of literal, inferential, and evaluative questions that assess students’ comprehension of the Flips title they have read.

The writing worksheet focuses on the Literature strand of the Australian Curriculum, encouraging students to build on the rich narrative elements contained in the interactive novels, with the development of vivid and varied language use, vocabulary, and independent writing.

The Fabulous Flip Fun activity page offers students a huge variety of fun and thought-provoking activities based around the themes of the book.

Whether students have been exposed to Sprints Flips in a guided reading session or through individual independent selection, the worksheets can be used to provide challenging independent work.

RA
8.5-9.5
approx



The Toastinator

Language

Students will: obtain and use new, precise vocabulary in their own writing

Expressing and developing ideas

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts



Literacy

Students will: predict likely events that may happen through choices made, and evaluate the success of the choice once the outcome is confirmed

Interpreting, analysing, evaluating

Navigate and read texts for specific purposes applying appropriate text processing strategies, for example, predicting and confirming, monitoring meaning, skimming and scanning

Literature

Students will: understand how language devices are used to make a narrative more exciting

Examining literature

Understand, interpret and experiment with sound devices and image, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes

Students will: create ongoing storylines from the "endings" in the text

Creating literature

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in text students have experienced



Before You Read

This narrative is a branching-plot interactive story, told from the perspective of the reader. It is told by a non-gender specific narrator, allowing both boys and girls to be the central character. In this story, the narrator is up against an evil, sentient toaster that has travelled back in time to seemingly wage war on humankind! The story relates a series of adventures in which our hero/heroine must survive a series of complications and arrive at the ideal resolution (defeating the Toastinator!), depending on the choices they make.

Throughout the text, students will encounter rich vocabulary (which is graphically highlighted) and a variety of figurative language devices. The reader

may choose to forge a path through the text by themselves, but equally, they may wish to embark on the adventure as a group, discussing the advantages and pitfalls of the decisions they make.

If using the digital version of this book, ensure that students understand how to click/tap on their desired option to move through to the next page. They may also click and drag their favourite vocabulary words into the Word Bank for later use (see below). Additionally, there is a digital writing template that allows students to write their own "chapters" for the story (see below).

The text allows for creative writing extension in the classroom and cross-curricular opportunities in Visual Art, Drama, Thinking Tools, and so on.

While You Read

Guided Notes – Event by Event (*There is one main "route" through the book, as well as many dead ends and red herrings. In each reading, some but not necessarily all of the events listed below will be encountered by the reader during their adventure – it will depend on their choices.*)

When reading in groups, students should come to a collaborative decision about the pathway BEFORE they all turn to the next page. Once on a new page, have all the students read, then use these notes to discuss the events before making the decision on where to go next...



**Pages 4–5
(The Smoking Ruin)**

Your dad is a “brilliant inventor” who has a day job – being a dentist!
What do you think this implies about the success of his inventions?



Page 13 (The Mother of All Toasters)

Mum turns up and the story changes – the evil Toaster isn't quite what it seems. It's just a naughty little toaster having fun! This is a twist in the plot of the story. It changes how you think about what is happening in the whole story. Have you read any other stories with twists?



**Pages 22–23
(The Monitors)**

Rick watches himself on screen and says, “He’s making me look stupid!” This situation is ironic (it has irony) – why?



**Pages 26–27
(The Helicopter)**

The picture from the helicopter’s camera makes you feel seasick – but you are nowhere near the sea! How does this make sense? What is going on here?



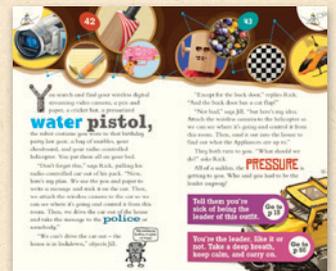
**Pages 36–37
(The Toastinator)**

Rick asks if you went “all the way to Italy” for the pizza. He is being sarcastic. Can you think of other examples of sarcasm you’ve heard? Keep an eye out for more during the rest of the book...



Pages 42–43 (The Radio-Controlled Rescue)

Small details in a story often change things. This story could be set in pretty much any English-speaking country in the world. However, on p 42, one tiny detail hints that this story is set in Australia, New Zealand, or England but probably NOT the US. What is this detail, and what does it mean?



Pages 50–51 (The Basement)

“Deal out some destruction” is a nice piece of alliteration – can you see the second one that comes right after it? Why would the author use two alliterative phrases close together like this?



Page 57 (The Dry Shirt)

Your throat is dry, and the wet shirt is suddenly dry, too. Authors drop clues into their narratives to give the reader a chance to guess what will happen next. So, what do you think all this dryness is about?



Page 70 (The Mega-Toast)

Mega is a prefix that gets added on to the beginning of a word in order to show that something is much bigger than normal (mega actually means times a million). Can you think of other prefixes that change the meaning of a word?



Pages 61–62 (The Panic Room)

Whumpfs and ker-thunks are great examples of onomatopoeia. They are the kind you often find in comics. Do you think they are appropriate for this kind of story? Have you noticed any others in the last few pages?



Pages 84–85 (The End)

The Toastinator is a parody of a famous film (referenced on this page) where a robot comes back in time to stop an ancestor of a resistance leader in the war against the robots. It's quite a serious story, whereas this is a fun version where the scary robot is replaced by a toaster! A parody is usually a fun version of a more serious story. Did you enjoy it?



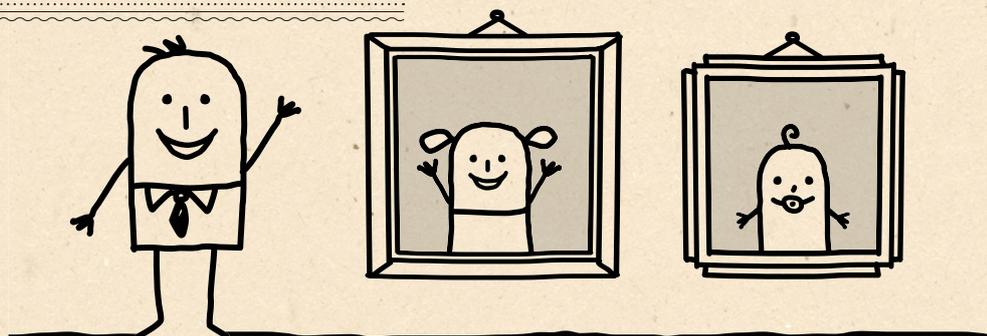
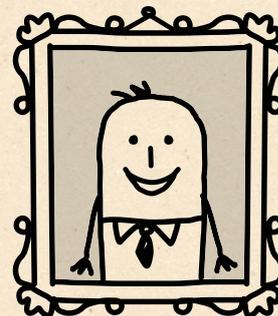
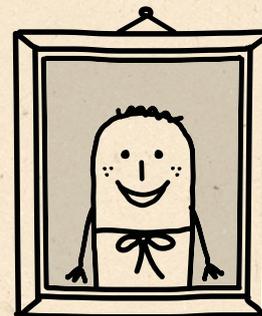
Page 63 (The Nanobots)

“By the way, you now have nine minutes.” The use of a countdown in this kind of story allows the author to build tension – will you win in time? This kind of dramatic device is often seen in thrillers. Have you read any books or seen any movies that involve some kind of countdown?



Pages 64–65 (The Evil Plan)

“That’s Toaster HQ!” says Rick. What does HQ stand for? This is called an abbreviation – you use a few letters instead of the whole word (PS instead of postscript, PA for personal assistant, etc.). Can you think of any more?



After Reading

Writing Focus

Narrative Structure/Vocabulary

Remind students that most narratives have a beginning (orientation), one or more problems (complications), and an ending (resolution) – BUT in this kind of text, there are many complications and a variety of resolutions. Discuss the fact that some of these resolutions may be more “ideal” than others. Think about why the book is structured so that the reader must flip forwards and backwards through the pages.

Call attention to the vocabulary words that are highlighted in different typographical styles, and ensure that students understand the range of words used. If using the digital version of the book, have students drag the vocabulary into the Word Bank. Use the Comprehension worksheet and guided notes to assist them in their comprehension of the text.

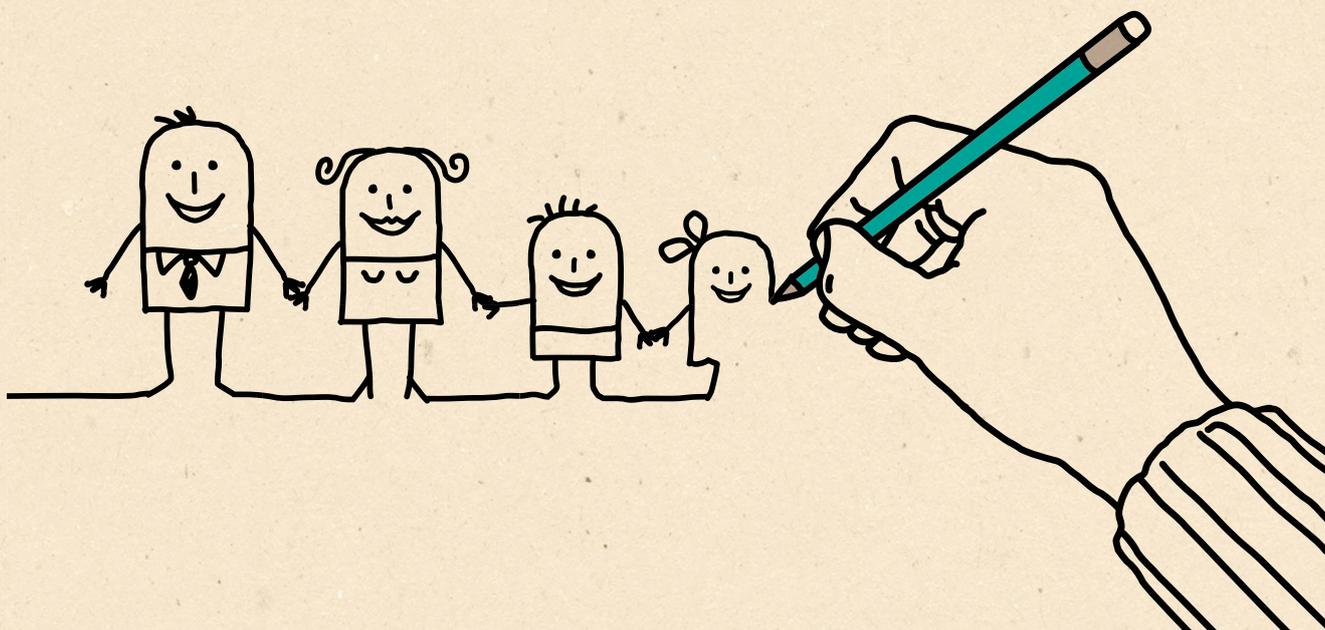
Independent Writing

The ideal resolution involves Mum Toaster arriving and taking naughty Junior back to the future. However, humankind is still taken over by the machines in the future – can you stop them? Build a machine that can zap you forwards to a time when the toasters are in charge and the police are all coffee machines! How will you stop the machines? Use these ideas as the starting point for the next chapter in your adventure. Discuss writing in second-person style (“you do something”) as opposed to first-person (“I do something”) or

third-person (“he/she does something”). Students may choose to write their next chapter in any of these three styles. Encourage students to use some of the highlighted vocabulary from *The Toastinator* in their own writing. Use the Writing worksheet or the Fabulous Flip Fun ideas sheet if appropriate. When using the digital version, have students use the templates to write their own pages to add to the story, and encourage them to use the vocabulary they’ve dragged to the Word Bank. This could be done independently or collaboratively.

Extra Writing Prompts

- Write a parody of your favourite story. Choose a story that is mainly serious, and write a ridiculous version of it – for example, *Star Paws*, about a cat who roams the galaxy fighting evil!
- When you buy an appliance, it often comes with a guarantee or warranty against future breakdowns. Write a guarantee about a toaster that includes instructions on what to do if the toaster turns into a mad, monstrous machine!
- Make an advertisement for a toaster that browns toast, makes crumpets, and has a handy time-travel ray that zaps people into the distant past. Invent a good name for your device, and remember to come up with an excellent slogan, for example, “It’ll toast YOU – IN A FLASH!” Write a paragraph explaining why your product is a must-buy.



Name _____



The Toastinator

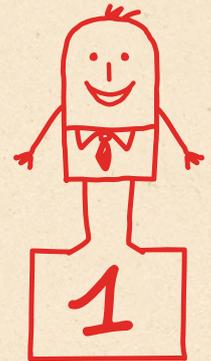
1 LITERAL – How much of the story can you remember? List examples of each of these from your adventure.

5 different kinds of appliances _____

5 different noises _____

5 different rooms in the house _____

5 different people mentioned in the story _____



2 EVALUATIVE – Of all the electrical appliances in a home, which do you think would be the most dangerous if it suddenly became intelligent and evil? For example, a toaster can burn, a washing machine can spin, a coffee machine can make boiling liquid, and so on. Which one do you think would become the biggest threat? Explain your thinking.

3 EVALUATIVE – Nanobots would make a fantastic invention. These tiny robots could go into small places or join together to build something quickly. Could nanobots be used for good rather than evil purposes? What good things could you use them for? Or do you think they would just be too dangerous and would cause too many problems (like in the story)? Explain your answer.

4 INFERENCE – At the end of the story, you mention the “inorganic rubbish collection” to the Toaster – but when Mum Toaster turns up, you tell her you were joking! What do you think you were going to say to Junior Toaster about the inorganic rubbish collection?

The Toastinator

1 EXAMINING LITERATURE: Language Device Treasure Hunt – See if you can find, collect, and write down the following by looking in the text (especially at the highlighted words on each page). You get one point for each one you find. There are 16 possible points to collect!

5 italicized words – words in italics that should be “stressed” when read aloud _____

3 titles – a series of words that begin with capital letters (e.g. Mondo Alarm Clock) _____

5 contextual words from a science-fiction story (e.g. nanobot) _____

3 hyphenated words (e.g. porridge-substitute) _____

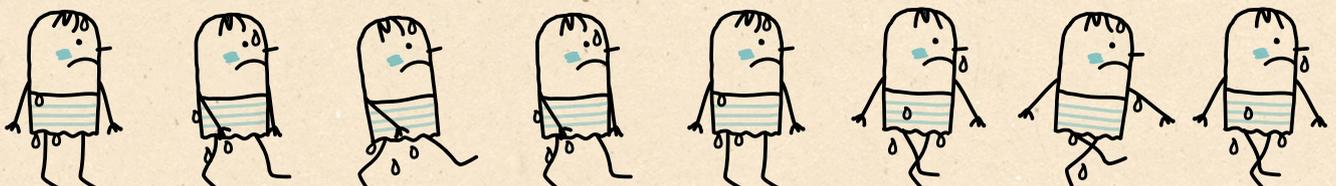
2 EXPRESSING AND DEVELOPING IDEAS: Double Trouble Vocabulary – Many words or phrases in English can mean different things depending on the context. Look at these examples from *The Toastinator*. What does the highlighted word mean? Choose the answer that you think fits best.

The dinosaur looks at you and you **gulp**. (have a drink / swallow nervously)

“You humans look all **washed up** to me,” says the washing machine. (clean / defeated)

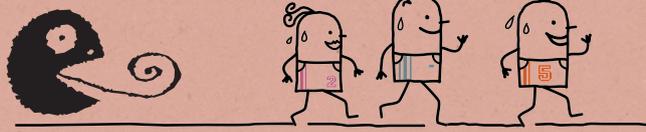
You have a **cool head** in an emergency. (you don’t panic / your head is cold)

3 CREATING LITERATURE: Point of View – Rewrite part of the story from the Toastinator’s point of view! You are a bored Toaster and your mum never lets you have any fun. Wouldn’t it be cool to go back in time and mess around with some humans? What problems do you face? What choices do you make? Write your chapter in the same style, so that the reader is the hero (e.g. “YOU appear in a cone of blue light and zap the humans!”).

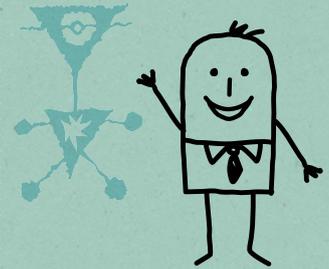


FABULOUS FLIP FUN

The Appliance of Doom! - Get an old appliance (toaster, hand blender, etc.) and turn it into an evil robot of doom! Stick eyes on it, paint it a suitably scary paint scheme, and then scare the neighbours!



Guts and Bolts - Make a picture by ripping the electronic guts out of an old appliance. Make sure it's safe to take apart, and then use the diodes, circuit boards, and wires to make your own picture!



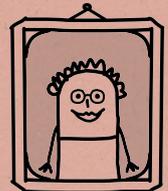
Toastinator the Movie! - Make a movie of *The Toastinator*! Use your own toaster, but give it a scary voice. Use a torch as the time-travel beam, and act out scenes from the book!

Creepy Collage - Imagine zapping forwards to a time when machines rule! Cut out a picture of you looking scared, and surround it with pictures of appliances cut out of catalogues and brochures.

Game of Survival - Make a simple board game where you roll dice to move forwards. Put in obstacles involving meeting different scary machines in the house that affect your movement in the game - for example, "The DVD player shoots disks at you - miss a turn!"



Time-Travel Portrait - Find pictures of your face from every year since you were born. Photocopy them so they are all about the same size. Turn them into a flipbook, and watch as you go forwards or backwards in time, growing older or younger in seconds!



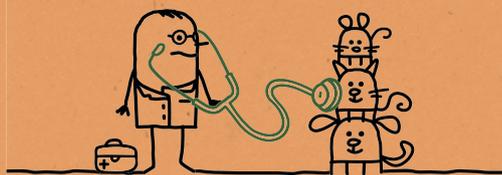
Electronic Pizza - What do evil Toastinators eat? Electronic pizza, of course! Get a real pizza base and cover it with old circuits, resistors, and wires, just in case the Toastinator drops in for tea...



Electro-Music - Record the various beeps, pings, and other noises that different appliances make. Use a sound-editing app and make up a drum machine using these effects. Compose a cool beat using the sounds you found.



Back in Time - Choose one appliance and find pictures of what it used to look like in the past. Create a slideshow with these images, showing how your appliance has changed over the years.



Panic Kit - You may not have a Panic Room in your house, but you could have a Panic Kit! Make a box of emergency supplies (a torch, some tinned food, water, a radio, and batteries) that would be useful in an emergency.

Pooch and the Cat Burglar



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Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts



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Before You Read

This narrative is a branching-plot interactive story, told from the perspective of the reader. It is told by a non-gender specific narrator, allowing both boys and girls to be the central character. In this story, the narrator becomes a police dog who must solve a crime! The story relates a series of adventures in which our hero/heroine must survive a series of complications and arrive at the ideal resolution (bring the burglar to justice and recover the stolen bracelet!), depending on the choices they make.

Throughout the text, students will encounter rich vocabulary (which is graphically highlighted) and a variety of figurative language devices. The reader may choose to forge a path through the text by

themselves, but equally, they may wish to embark on the adventure as a group, discussing the advantages and pitfalls of the decisions they make.

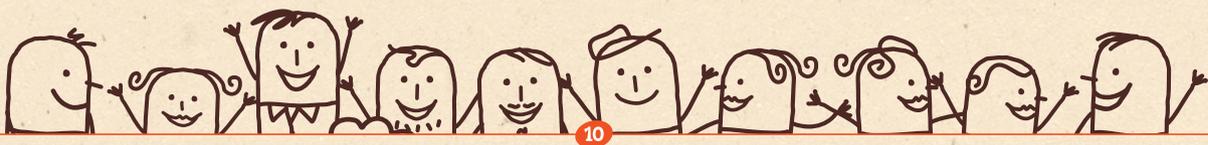
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While You Read

Guided Notes – Event by Event (*There is one main "route" through the book, as well as many dead ends and red herrings. In each reading, some but not necessarily all of the events listed below will be encountered by the reader during their adventure – it will depend on their choices.*)

When reading in groups, students should come to a collaborative decision about the pathway BEFORE they all turn to the next page. Once on a new page, have all the students read, then use these notes to discuss the events, before making the decision on where to go next...



Pages 4–5 (The Rock Star Mansion)

The ultra-famous rock star has “misplaced” her diamond bracelet. Why do you think the word *misplaced* is in quotation marks? What do they indicate?



Pages 27–28 (The Tantrum)

Billy Benz is a character based on every rock’n’roll cliché. From his clothes (leather jacket/ripped jeans) to his behaviour (rude, wants special treatment), he embodies what we think of when we think *rock star!* So, what is “designer stubble”?



Pages 6–7 (The Greyhounds)

Names are always important in narratives. If a character has a normal, boring name, it’s no coincidence – the writer intended it! Here, the greyhounds’ names reflect their character (they are very fast dogs!). If Billy Benz bought a few more greyhounds, what might he call them?



Page 30 (The Bracelet)

You find the bracelet in a daffodil bed near Pierre’s house – the very same Pierre who was wearing a daffodil in his button hole! Is this a coincidence? Or is this evidence that places him at the scene of the crime? What do you think?



Pages 18–19 (The Identity Swap)

Swapping identities (intentionally or accidentally by “magic”) is a literary device that has been used before in other stories. Have you read or watched any other stories that involve characters becoming each other?



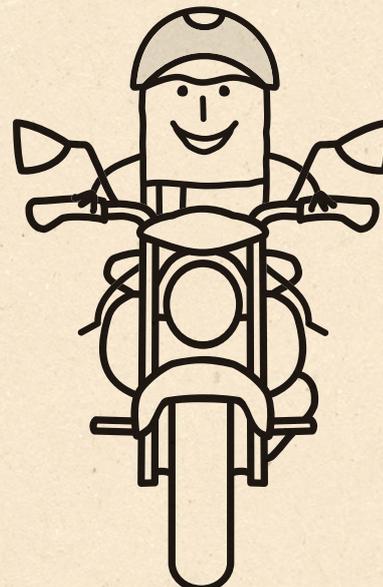
Page 33 (The Monster)

Mysterious shadows were often used in the old black-and-white detective thrillers from the early days of cinema. They are used to build tension. What is that scary monster approaching? Have you already worked it out?



Pages 22–23 (The Entrance Hall)

Detective stories always leave clues that the reader must pick up if they are to guess *whodunit* (who did the crime). Any details that are unusual (spiky orange hair, droopy daffodil, studded collar) may be significant! Can you spot any other details which may be important clues on these pages?



**Pages 44–45
(Pierre's House)**

You notice that the letter in Pierre's house is addressed to the Speedy Getaway Car Hire Company before Pierre quickly hides it. This is a pretty major clue about Pierre. What does it tell you?



Page 48 (The Red Herring)

This box of fish is a sneaky joke. It refers to a convention used in detective stories called a *red herring*. A red herring is a smelly fish that was supposedly used to train scent hounds. The fish was dragged around to try to distract them from the scent of whatever they were tracking. In detective stories, a red herring is the name of a false trail meant to distract the reader/detective from the truth! Here, it is both literally a box of red herring and figuratively a dead end, as you'll discover if you open it!



Page 55 (The Kitchen)

Here, you hope to find “something in the bin you could wolf down.” To *wolf* something down means *to eat like a wolf* – quickly, hungrily, messily, etc. Animals are often used in similes, metaphors, and idioms (such as *I'm dog-tired!*). Can you think of other examples?



Page 63 (The Deal)

This is a parody of the real Police Witness Protection Program, which is used to protect people who testify against a criminal at a trial. Here, the cat gets a new name and a nice warm lap!



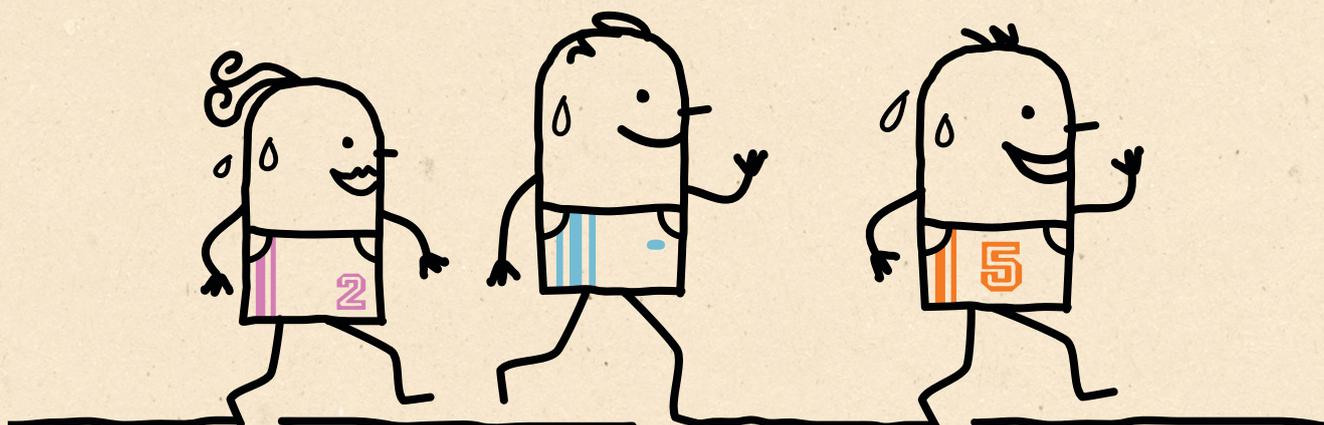
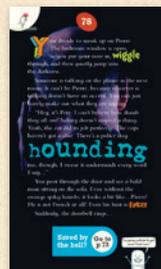
Page 75 (The Wig-Grab)

Here, when Pete is caught in possession of the bracelet by your neat wig-grabbing, the final strand of the plot is untied! This is known as a *denouement*, which is a French word that means *untying*. At last, the complex web of the plot is finally unravelled and all is well!



Page 78 (The Phone Call)

During the course of this phone call, a few parts of the mystery are revealed, including Pierre's true identity and the plot to steal the bracelet! Whom do you think Pete is talking to?



After Reading

Writing Focus

Narrative Structure/Vocabulary

Remind students that most narratives have a beginning (orientation), one or more problems (complications), and an ending (resolution) – BUT in this kind of text, there are many complications and a variety of resolutions. Discuss the fact that some of these resolutions may be more “ideal” than others. Think about why the book is structured so that the reader must flip forwards and backwards through the pages.

Call attention to the vocabulary words that are highlighted in different typographical styles, and ensure that students understand the range of words used. If using the digital version of the book, have students drag the vocabulary into the Word Bank. Use the Comprehension worksheet and guided notes to assist them in their comprehension of the text.

Independent Writing

In this adventure, the ideal resolution involves retrieving the bracelet and bringing the burglar to justice (even though you are a dog!). But what if the cat decides that it likes a life of crime and plans to commit another crime? What if that cat becomes a cat burglar again and steals more precious jewels? Use these ideas to write the next chapter in your adventures chasing the criminal cat. Discuss writing in second-person style (“you do something”) as opposed to first-person (“I do something”) or third-person (“he/she does something”).

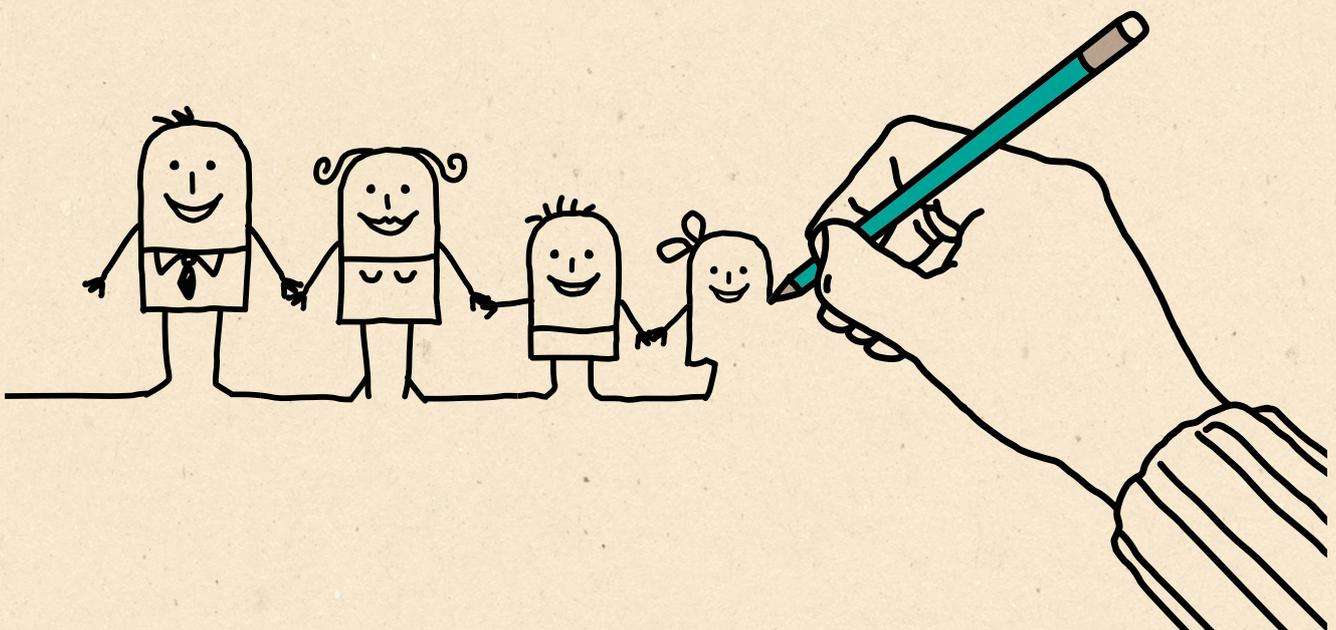
Students may choose to write their next chapter in any of these three styles. Encourage students to use some of the highlighted vocabulary from *Pooch and the Cat Burglar* in their own writing. Use the Writing worksheet or the Fabulous Flip Fun ideas sheet if appropriate. When using the digital version, have students use the templates to write their own pages to add to the story, and encourage them to use the vocabulary they’ve selected in the Word Bank. This could be done independently or collaboratively.

Extra Writing Prompts

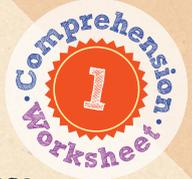
- Rock Star Mansion is amazing! Pretend you are a magazine reporter who is writing an article about the lifestyle of the rich and famous. Imagine Billy Benz taking you on a guided tour of the mansion – what will he show you? What incredible features have he and Sidney Sable installed in their mansion?
- What would a day in the life of Billy Benz or Sidney Sable be like? Write a diary/journal, pretending to be

one of them. Imagine you are sitting down at the end of the day and writing about what you’ve done. Were you in the recording studio? Did you play a huge concert? Perhaps you gave some interviews?

- Imagine you are Officer Stone, writing a report about the crime for the Police Commissioner. Remember to use formal language and relate the facts of the case in the order they happened!



Name _____



Pooch and the Cat Burglar

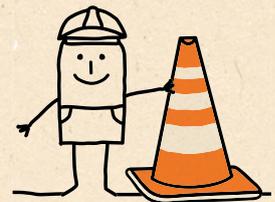
1 LITERAL – How much of the story can you remember? List examples of each of these from your adventure.

3 fake things about Pierre _____

3 different kinds of dog _____

4 things only found in a huge, expensive rock-star mansion _____

2 EVALUATIVE – Are there certain advantages to being a dog detective over being a human detective? Explain what they are and why they are useful.



3 EVALUATIVE – Do you like the décor in the mansion? Billy and Sidney have decorated it in quite an interesting style! Explain what you like/dislike about their decorating style.

4 INFERENCE – Billy Benz is quite a big-headed, proud star, who REALLY loves himself! How can you tell? What clues show that he has a huge ego? Explain your answers.



Pooch and the Cat Burglar

1 EXAMINING LITERATURE: Language Device Treasure Hunt – See if you can find, collect, and write down the following by looking in the text (especially at the highlighted words on each page). You get one point for each one you find. There are 20 possible points to collect!

5 hyphenated phrases (e.g. super-rich) _____

5 words in italics for emphasis (e.g. he does *everything* for Sidney Sable) _____

5 examples of alliteration (e.g. Sidney's Super-Secure Safety Safe) _____

5 similes (e.g. like getting slapped in the face by a whale) _____

2 EXPRESSING AND DEVELOPING IDEAS: Double Trouble Vocabulary – Many words or phrases in English can mean different things depending on the context. Look at these examples from *Pooch and The Cat Burglar*. What does the highlighted word mean? Choose the answer that you think fits best.

Dad swings into the **sweeping** driveway. (swept clean / long and bendy)

You wag your tail **furiously**. (angrily / with lots of effort)

Police officers are **milling** about their cars. (wandering / grinding up)

3 CREATING LITERATURE: Point of View – Rewrite part of the story from Pierre's point of view. You've had enough of these ridiculous rock stars! Don't they understand how much you do for them? Well, now it's pay-back time. It will be easy to steal that bracelet as long as the police don't get involved! What choices do you make? Write your chapter in the same style, so that the reader is the hero (e.g. YOU put on your fake French accent and walk into the room!).

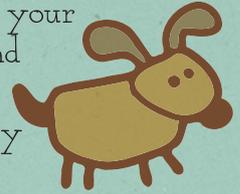


FABULOUS FLIP FUN

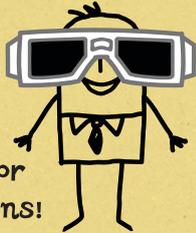
Ultimate Mansion - Design your ultimate rock star mansion (money is no issue)! What awesome stuff would you have? An indoor swimming pool? A trampoline room? A bubble-bath room? A shark tank?



Dog Look-A-Likes! - There are so many breeds of dog...have you ever noticed how some look like their owners? Find a book or website that shows all the breeds of dog and decide which ones look most like your friends and family. See if they agree!



Rock Fashion - Dress up like Billy Benz or Sidney Sable! You'll need ripped rock'n'roll clothing, spiky hair or a wig, lots of jewellery, and sunglasses. You could use make-up to give yourself designer stubble or tattoos! Pose in classic rock style, and get someone to take a picture of you posing for your adoring fans!



Monster Shadow - You'll need a torch for this one. Cut out a monster from cardboard or use a soft toy. Shine the torch over the "monster" so that a shadow falls on the wall behind it. What happens when you move the torch closer or further away? Can you make a scary shadow that moves across the wall? XXXXXX



Ooh La La! - Pierre tries to get away with pretending to be French by putting on an accent and knowing a few French phrases. Practise sounding French, and learn a few words *en Francais!* Introduce yourself to a complete stranger and see if you can convince them you're from Paris!



Greyhound Racing - In some countries, greyhound racing is still popular. The greyhounds race around a track chasing a robot rabbit! Have a look online and watch a few races. Can you tell who the fastest dog is before the race begins? What happens at the end of the race when they catch the rabbit?

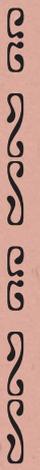
Amazing Maze - Lots of old mansions have mazes. Make a maze for your friends to solve. Use chalk to draw a giant one to walk around, or go to the beach and draw one in the sand with a stick!



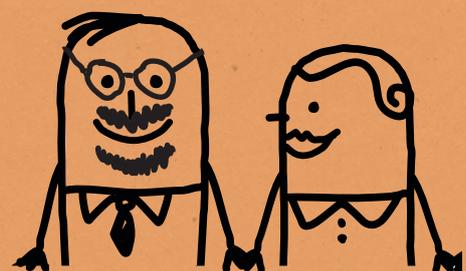
Bling Up! - Make your own "diamond" bracelet! Get some plastic fake jewels or self-adhesive shiny stickers and design your own bracelet. You can go for super classy or totally over the top!



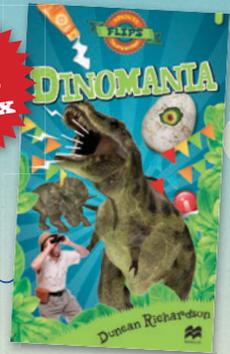
Doggy Body Language - Dogs can't speak, but their body language can tell you a lot about how they are feeling and what they are thinking. Research how a dog communicates, and practise with your friends' and neighbours' dogs (ask first!). Can you "read" them?



New Identity Deal - Imagine you testified at a trial and got put on the Witness Protection Program. If you could choose a new name for yourself and move anywhere in the world, who would you be and where would you go? Make yourself a passport with your new identity and show where you'd live!



RA
8.5-9.5
approx



Dinomania

Language

Students will: obtain and use new, precise vocabulary in their own writing

Expressing and developing Ideas

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts



Literacy

Students will: predict likely events that may happen through choices made, and evaluate the success of the choice once the outcome is confirmed

Interpreting, analysing, evaluating

Navigate and read texts for specific purposes applying appropriate text processing strategies, for example, predicting and confirming, monitoring meaning, skimming and scanning

Literature

Students will: understand how language devices are used to make a narrative more exciting

Examining literature

Understand, interpret and experiment with sound devices and image, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes

Students will: create ongoing storylines from the "endings" in the text

Creating literature

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in text students have experienced



Before You Read

This narrative is a branching-plot interactive story, told from the perspective of the reader. It is told by a non-gender specific narrator, allowing both boys and girls to be the central character. In this story, the narrator pursues his/her dream of working with real dinosaurs – with some unexpected results! It relates a series of adventures in which our hero/heroine must survive a series of complications and arrive at one of a number of ideal resolutions, depending on the choices they make.

Throughout the text, students will encounter rich vocabulary (which is graphically highlighted) and a variety of figurative language devices. The reader may choose to forge a path through the text by themselves, but equally, they may wish to embark on the adventure

as a group, discussing the advantages and pitfalls of the decisions they make.

If using the digital version of this book, ensure that students understand how to click/tap on their desired option to move through to the next page. They may also click and drag their favourite vocabulary words into the Word Bank for later use (see below). Additionally, there are digital writing templates that allow students to write new “chapters” for the story or to write their own branching-plot story (see below).

The text allows for creative writing extension in the classroom and cross-curricular opportunities in Visual Art, Drama, Thinking Tools, and so on.

While You Read

Guided Notes – Event by Event (*There are several “routes” through the book, as well as many dead ends and red herrings. In each reading, some but not necessarily all of the events listed below will be encountered by the reader during their adventure – it will depend on their choices.*)

When reading in groups, students should come to a collaborative decision about the pathway BEFORE they all turn to the next page. Once on a new page, have all the students read, then use these notes to discuss the events, before making the decision on where to go next...



Page 8 (The Heroes)

This part of the story pinpoints the setting as very recent – this could not be 10 years ago. What is the clue that tells you this?



Pages 10–11 (Kelvin's Idea)

Kelvin tries to convince you to support his idea for dressing up the teachers, because he always supports YOUR ideas – is this emotional blackmail or simply a fair trade? What do you think?



Pages 18–19 (The Cloning)

Authors often give the reader clues about what is going to happen in a future part of the story. Professor Sparks just happens to be running cloning experiments in the very same town. How do you think this coincidence will help drive the story?



Page 27 (The Wildlife Services?)

Mrs Mellick is carrying a peacock-feather hat. Why do you think the author has included this image? Do you think it is important?



Pages 33–34 (The Good Egg)

“As excited as a monkey in a fruit shop” is a simile that compares Mr Bucket to something excited. Can you think of an alternative simile that describes how excited Mr Bucket is?



Pages 35–36 (The Dino Fight)

“She knows that this is all your doing” tells you Mrs Mellick is blaming YOU for the fight going out of control. Is that fair? How would you describe Mrs Mellick as a character? Have you ever met anyone like her?



Page 41 (The Escaping Dino)

There is a lot of movement on this page from both you and the velociraptor. The author uses several different movement words. Can you spot them? Does he use any of them more than once?



Page 43 (The Lasso)

Annie is “laughing her head off.” This is a metaphor – her head isn’t literally coming off! Keep an eye out for other metaphors in the pages ahead and see if you can nail any down (oops, there’s one there!).



Pages 46–47

(The Dig)

Comparing an object to a human is called personification (e.g. that toaster hates me, it never works!). On this page, you do it the other way around – you compare Mr Bucket to a theropod! Think of some of your friends – do they have characteristics that remind you of any animals or dinosaurs?



Pages 50–51

(The Offer)

The animatronic show's owner is called Rip Tyall, which is a very unusual name. What do you think the author wanted to suggest by using this name? What about Mr Bucket and Mrs Mellick – do you think these names suit the characters?



Page 68 (The Two Men)

These two men are suspicious because of the way they behave. Which words give you hints that these two are up to no good?



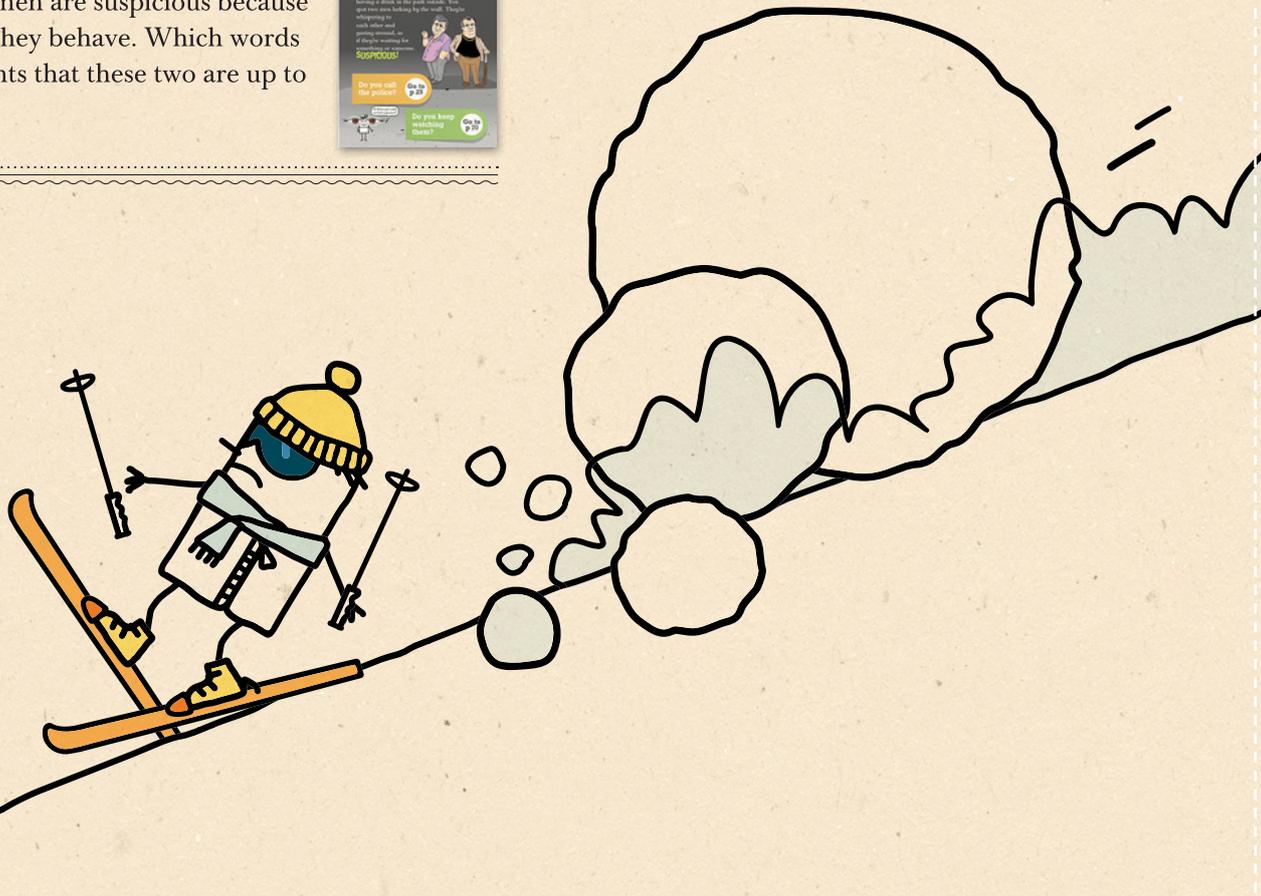
Page 71 (The Theft)

There are several clues here as to what the two men are actually up to. Read this page carefully, and predict what they are trying to do and how they are trying to do it.



Page 85 (The Sweet Music)

Calming animals with music has a precedent in other stories (this means it's been done before). Can you think of any other stories (books, movies, etc.) where animals have been calmed with music?



After Reading

Writing Focus

Narrative Structure/Vocabulary

Remind students that most narratives have a beginning (orientation), one or more problems (complications) and an ending (resolution) – BUT in this kind of text, there are many complications and a variety of resolutions. Discuss the fact that some of these resolutions may be more “ideal” than others. Think about why the book is structured so that the reader must flip forwards and backwards through the pages.

Call attention to the vocabulary words that are highlighted in different typographical styles, and ensure that students understand the range of words used. If using the digital version of the book, have students drag the vocabulary into the Word Bank. Use the Comprehension worksheet and guided notes to assist them in their comprehension of the text.

Independent Writing

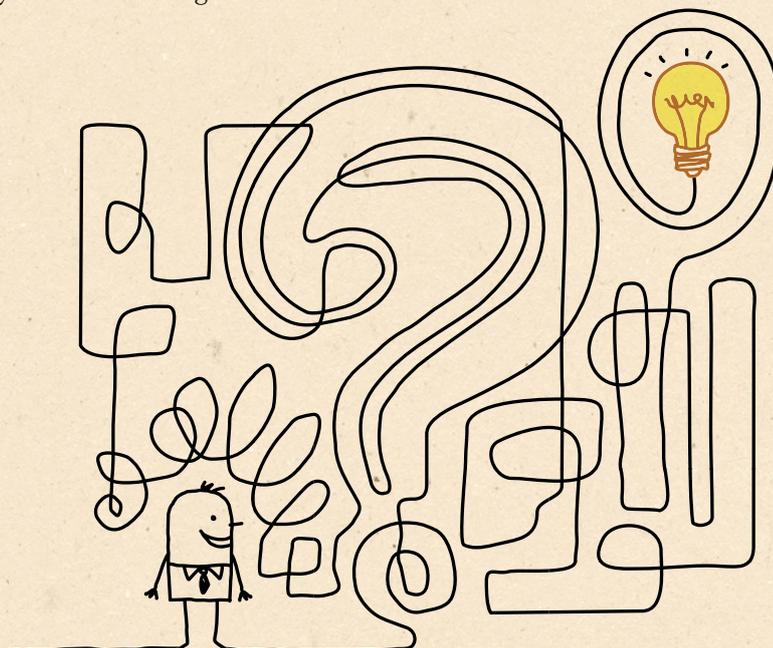
In this adventure, one of the better resolutions is finding yourself with a pet Velociraptor called Rapto. But what if that were only the beginning of your adventures? What if your pet could help you...track down other dinosaurs? Solve crime? Rescue people in distress? Use these ideas to help you start the next chapter in your *Dinomania* adventure. Where will you go and what will you do with your amazing pet? Discuss writing in second-person style (“you do something”) as opposed to first-person (“I do something”) or third-person (“he/she does something”). Students

may choose to write the next chapter in any of these three styles. Encourage students to use some of the highlighted vocabulary from *Dinomania* in their own writing. Use the Writing worksheet or the Fabulous Flip Fun ideas sheet if appropriate. When using the digital version, have students use the templates to write their own pages to add to the story, and encourage them to use the vocabulary they have selected in the Word Bank. This could be done independently or collaboratively.

Extra Writing Prompts

- Write a journal detailing new dinosaurs that you discover on your dig. Give them crazy names and describe them in detail (what they look like, how they behave, what they eat, etc.). Draw illustrations to go with your journal entries.
- The animatronic dinosaurs go out of control one day, and your town is invaded by giant robot dinosaurs! Only YOU can save the town! Write a thriller describing how you defeat the rogue robot invaders.

- Do you want to be a palaeontologist when you grow up? Or do you want to do something else? Write several paragraphs predicting what you’ll be doing in 25 years’ time – where you’ll be living, what you’ll be doing for fun, what technology will be popular at the time, etc. Then, seal it carefully in a jam jar and bury it. In 25 years, you can dig it up and see if you were right!



Name _____

Dinomania



1 LITERAL – How much of the story can you remember?
List examples of each of these from your adventure.

3 different kinds of dinosaur _____

3 different locations where the story takes place _____

3 kinds of liquid _____

3 kinds of technology _____

2 EVALUATIVE – What did you think of the teachers at the school and the way they behaved?
Think of examples of what they did and said. Explain your thinking and use examples to support your views.

3 EVALUATIVE – One ending for this story involves taking a deadly dinosaur home as a pet.
Is this really such a good idea? What would be the advantages and disadvantages of owning your own Velociraptor? Explain your ideas.

4 INFERENTIAL – At various times throughout the story, you try to convince the police to help you, but they don't believe you. Why not?



Dinomania

1 EXAMINING LITERATURE: Language Device Treasure Hunt – See if you can find, collect, and write down the following by looking in the text (especially at the highlighted words on each page). You get one point for each one you find. There are 22 possible points to collect!

8 contextual words – words that you'd only find in a story about dinosaurs (e.g. Velociraptor)

1 idiom – a phrase that describes a situation (e.g. it was three miles as the crow flies)

10 verbs _____

3 metaphors or similes _____

2 EXPRESSING AND DEVELOPING IDEAS: Double Trouble Vocabulary – Many English words or phrases can mean different things depending on the context. Look at these examples from *Dinomania*. What does the highlighted word mean? Choose the answer that you think fits best.

You think about how you could have **handled** it better. (coped with / picked it up)

Some dirt **peppers** your face. (makes it spicy / lots of pieces hit you)

He leaps off the tractor, lowers his horns, and **charges**. (asks for money / runs at you)

3 CREATING LITERATURE: Point of View – Rewrite part of the story from the point of view of one of the two dinosaur kidnappers. You are one of the bad guys who wants to steal a baby Stegosaurus and sell it. Why do you need the money so badly? Perhaps you're not a bad guy at all. Write your chapter in the same style, so that the reader is the hero (e.g. "YOU drag the Stegosaurus into the corridor and out of sight!").



FABULOUS FLIP FUN

Fiendish Footprints - Make a dinosaur footprint by cutting up thick card or plastic. When no one is around, press the footprint in some soft mud or sand near where you live. Perhaps someone will believe there really is a dinosaur around!



Carnivorous Cake - Make a sponge cake and add red food colouring to the mix so that your sponge is red. Next, ice the cake with green/blue icing (the dinosaur's skin) and draw scales into the icing with a skewer. Pretend to be a T-Rex - tear through the skin to find the juicy flesh inside. Yum!

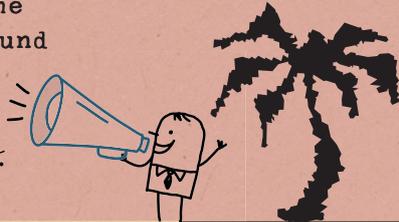
Jurassic Word Search - Make a dinosaur word search! Find a word-search generator online. Carefully type/copy in lots of dinosaur names for your friends to find.



Decoding Dinosaurs - Dinosaurs have long names that often mean something (e.g. *dino* means terrible and *saur* means lizard). Can you find out what some other dinosaur names mean?



Dinovation - Get a couple of plastic dinosaurs and make an animated dinosaur movie. Use leaves or ferns as a backdrop, and download some cool growling sound effects from the Internet.



Sky Modelling - Find pictures of flying dinosaurs (pterosaurs) and make a model of one. Use straws or kebab sticks for the frame, and use material for the skin. Hang it on the ceiling!



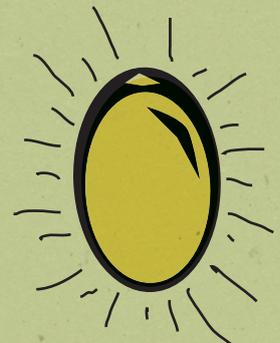
T-Rex Trading Cards - Find out the height, length, and speed of ten different dinosaurs. Give each one a danger rating (1 is harmless, 10 is the most dangerous). Make trading cards and play against your friends.



Chalk Outlines - Find out how long your favourite dinosaurs really were. Use a bit of chalk to mark out the length on some concrete. Are you surprised by how big they were?



Glowing Egg - Get a balloon and blow it up. Carefully draw cracks on it with a marker, and then sprinkle some glitter on it (use a glue stick to make the glitter stick). Make a nest with some straw and place the balloon in it (be careful not to pop it). Put a torch or desk light behind it to make your dino egg glow. Spooky...



Wicked Walls - Paint a dinosaur mural on a wall (get permission first!). Find an outline of your favourite dinosaur and project it onto the wall with a data projector (or an old overhead projector). Trace around the shape carefully and then paint in some cool camouflage.

Saving the Deep-Sea City

RA
8.5-9.5
approx



Language

Students will: obtain and use new, precise vocabulary in their own writing

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Before You Read

This narrative is a branching-plot interactive story, told from the perspective of the reader. It is told by a non-gender specific narrator, allowing both boys and girls to be the central character. In this story, the narrator's underwater city home is invaded by raiders intent on stealing precious fresh water! The story relates a series of adventures in which our hero/heroine must survive a series of complications and arrive at the ideal resolution (get rid of the raiders and become a rock star!), depending on the choices they make.

Throughout the text, students will encounter rich vocabulary (which is graphically highlighted) and a variety of figurative language devices. The reader may choose to forge a path through the text by themselves,

but equally, they may wish to embark on the adventure as a group, discussing the advantages and pitfalls of the decisions they make.

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When reading in groups, the students should come

to a collaborative decision about the pathway BEFORE they all turn to the next page. Once on a new page, have all the students read, then use these notes to discuss the events, before making the decision on where to go next...



**Pages 4–5
(The Orientation)**

This orientation tells you a LOT of information! You now know WHERE you are, WHAT you like, WHEN the story takes place, and possibly HOW you'd like the story to end! So, what are the answers to all these questions?



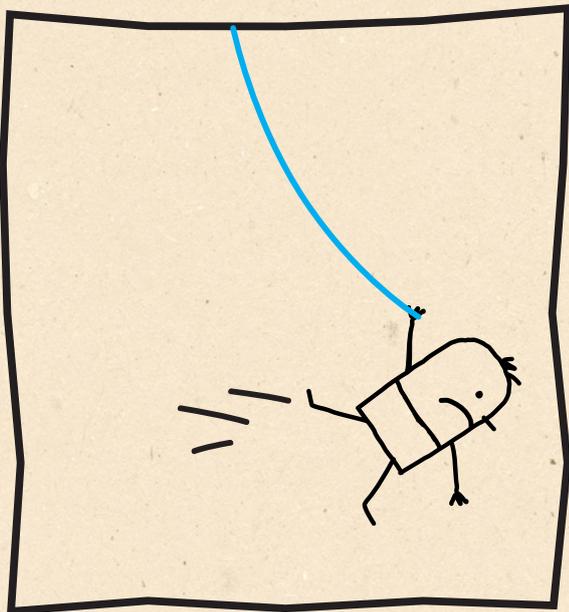
Page 16 (The Fresh Water)

The conversation you have with Lou explains the plot's background to the reader. This is called the exposition. You now know WHY the raiders are stealing the water and why you must stop them! Did you notice yet another water-themed simile?



Page 24 (The Pumphouse)

The pumphouse is described like an exciting action movie scene, with freaky shadows and hissing valves that make it look like an old sci-fi movie. Perhaps this is where the resolution will take place? If you can get the plan to work out, this is where you will win! Unfortunately for you, the guards have "laser lassos"! What do you think a laser lasso is for?



**Pages 28–29/70–71
(The Twist)**

So, Captain Dogfish is Zak Slak! Did you see that coming? This is called a *twist* because it twists how you think about previous events in the story. Suddenly, his mysterious tall hat and scarf-covered face make perfect sense! Were there any other clues that made you wonder about the captain's true identity? Did you suspect he wasn't all that he seemed, or was it a complete surprise?



**Page 36
(The Mini-Sub)**

Writers don't always tell the reader every detail of what happens – they tell you just enough so that you can paint the picture in your head. For example, here, you "clamber inside the sub," but there's no mention of you closing the hatch or buckling up. Then, suddenly, you are plummeting down into the wide ocean! What do you think the maintenance sub is for, anyway?



**Pages 38–39
(The Beatbox Robot)**

Similes are a great way of vividly painting a picture for the reader, and if they're REALLY good, the image relates to the subject. There are two similes in the first paragraph of this page, and both images relate to water – clever! By the way, what is a "hydroponic garden"?



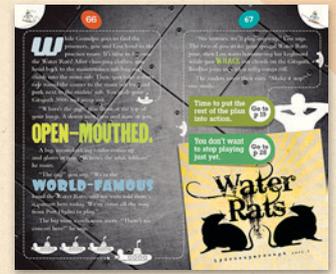
Page 42 (The Captain)

Finally, we meet the “baddie” (proper term – antagonist)! In most stories, no character is completely bad – most villains are driven to do bad things by some motivation or other. So, what do we know about Captain Dogfish? He has a strange name, a strange costume, and we can’t see his face. What does all of this tell you about him?



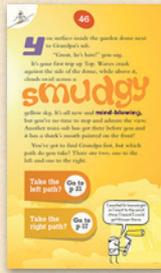
Pages 66–67 (The Water Rats)

You play chords on your “gitsynth.” This is a portmanteau – a word made from two words mashed together. (A portmanteau was originally a piece of luggage with two compartments!) So, what two words do you think make up “gitsynth”?



Page 46 (The Top)

There are two visual clues here that aren’t explained but refer to things you’ve already read about. Firstly, the sky is a smudgy yellow – why? Secondly, there’s another sub with a shark’s mouth painted on it – whose is it?



Pages 68–69 (The Sea Scooter)

You managed to escape on the sea scooter! Hurrah! You should be happy, right? Wrong! This isn’t a proper resolution, is it? The raiders are still in the city, the prisoners are still locked up, and Lou is all by herself! Endings like this are very unsatisfying because so many of the complications are unresolved...unless, of course, our hero/heroine returns in an exciting sequel (a separate story that continues with the same characters).



Page 56 (The Ugly Fish)

Have you ever seen a fish like this? They really exist! They are called anglerfish because it looks like they have a fishing line and a lure coming out of their head. The lure lights up to attract other fish so the anglerfish can eat them. The biggest anglerfish can weigh over 45 kg! But in real life, anglerfish cannot survive in the shallow waters that people can dive in, so you have nothing to fear. The writer has taken artistic licence, but this is a fun part of the story and it doesn’t matter if it’s as invented as the deep-sea city itself! Do you know any other weird-looking fish?



Pages 76–77 (The Concert)

Now THIS is an ending – the raiders are caught, Dogfish is in jail, and you are rocking out in front of huge crowd! It is literally a fantastic ending – like a fantasy! Is this your fantasy, being in a rock band in front of a huge screaming crowd? Or do you have a different dream?



Pages 62–63 (The Time-Bomb Sub)

So, the fizzy time bomb is set. “And don’t forget BeeBe!” Grandpa reminds you. That robot is being dragged through the story almost as if there is a reason for him to be there. Perhaps he will play a key role in the resolution! Why else would you keep bringing him along? Unless he’s a red herring... (Do you know what a red herring is?)



After Reading

Writing Focus

Narrative Structure/Vocabulary

Remind students that most narratives have a beginning (orientation), one or more problems (complications), and an ending (resolution) – BUT in this kind of text, there are many complications and a variety of resolutions. Discuss the fact that some of these resolutions may be more “ideal” than others. Think about why the book is structured so that the reader must flip forwards and backwards through the pages.

Call attention to the vocabulary words that are highlighted in different typographical styles, and ensure that students understand the range of words used. If using the digital version of the book, have students drag the vocabulary into the Word Bank. Use the Comprehension worksheet and guided notes to assist them in their comprehension of the text.

Independent Writing

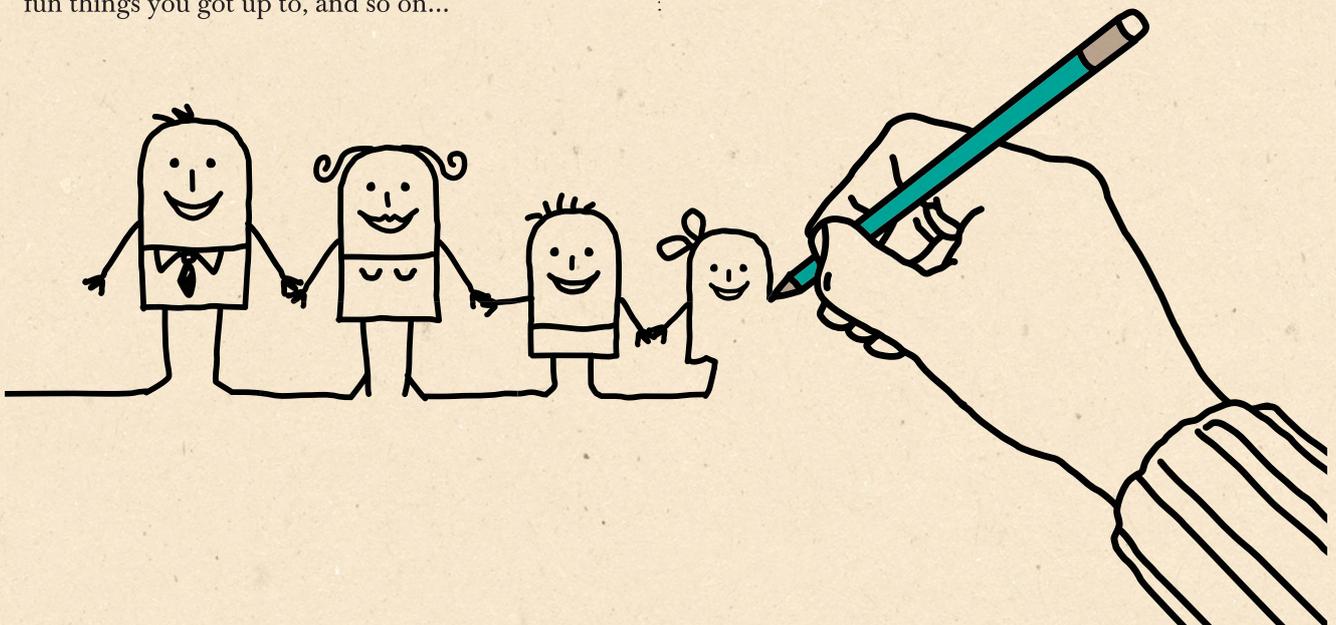
In this adventure, one of the resolutions involves escaping the city on a sea scooter and leaving Lou to deal with the raiders and all the prisoners who are still locked up. But what if you got help from Port Hydro and returned to rescue everyone and battle the raiders? Who would help you – the Aqua Police, perhaps? How would you travel back to the city, and how would you defeat the raiders? Use these ideas to write the next chapter in your deep-sea adventure. Discuss writing in second-person style (“you do something”) as opposed to first-person (“I do something”) or third-person

(“he/she does something”). Students may choose to write their next chapter in any of these three styles. Encourage students to use some of the highlighted vocabulary from *Saving the Deep-Sea City* in their own writing. Use the Writing worksheet or the Fabulous Flip Fun ideas sheet if appropriate. When using the digital version, have students use the templates to write their own pages to add to the story, and encourage them to use the vocabulary they’ve selected in the Word Bank. This could be done independently or collaboratively.

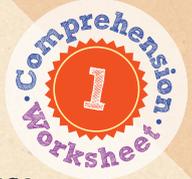
Extra Writing Prompts

- You are a music reporter who has just been to one of The Water Rats’ gigs. Write a review of the show! What was the music like? What was the performance like? Was it a good show? Did the crowd love it? Do you recommend them to your readers?
- Aquaville is an amazing place to visit! Do you remember that time you went on holiday there? Of course you do! Write a recount of the day your sub docked at Aquavilla, what your hotel was like, what fun things you got up to, and so on...

- There are some amazing animals in the ocean – pick one of your favourites, and find out lots of facts about it. Then, write an information report about your animal. Draw and label a diagram to go with it.



Name _____



Saving the Deep-Sea City

1 LITERAL – How much of the story can you remember? List examples of each of these from your adventure.

5 pieces of underwater technology _____

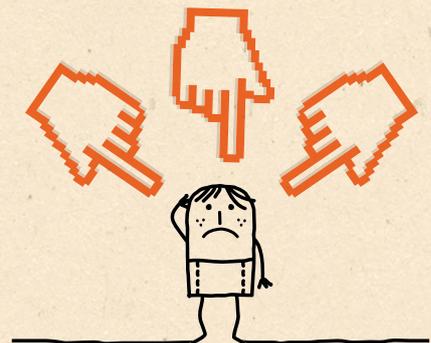
3 different animals _____

3 different cities _____

2 EVALUATIVE – You live in Aquaville because the surface of Earth has been so badly polluted. But there are advantages to living under the sea, right? Explain why it would be BETTER to live under the sea than on Earth's surface.

3 EVALUATIVE – There are very few references to your parents in this story. What do you think may have happened to them? Explain your thinking...

4 INFERENTIAL – On page 10, you and Lou silently drift past the sub bay while the raiders are connecting a big hose to their sub. None of them notice you drifting past – why not?





Saving the Deep-Sea City

1 EXAMINING LITERATURE: Language Device Treasure Hunt – See if you can find, collect, and write down the following by looking in the text (especially at the highlighted words on each page). You get one point for each one you find. There are 20 possible points to collect!

5 similes (e.g. like cats watching a ping-pong game) _____

5 onomatopoeia words (e.g. boom) _____

5 examples of alliteration (e.g. laser lassos) _____

5 imperatives (e.g. Now, fetch!) _____

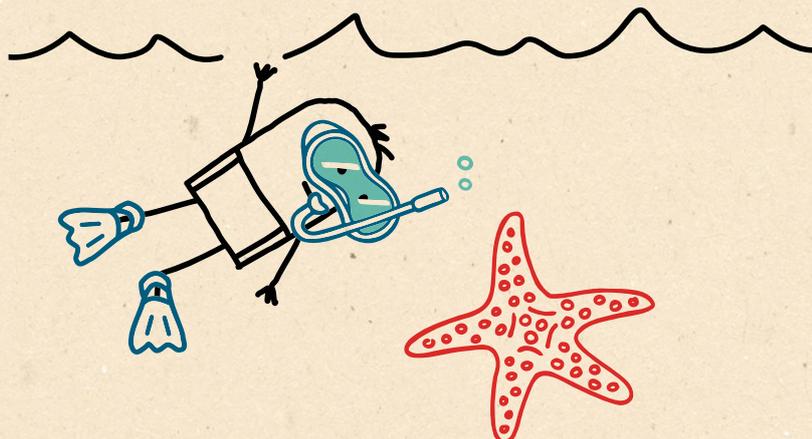
2 EXPRESSING AND DEVELOPING IDEAS: Double Trouble Vocabulary – Many words or phrases in English can mean different things depending on the context. Look at these examples from *Saving the Deep-Sea City*. What does the highlighted word mean? Choose the answer that you think fits best.

You get to the sub and **pile in**. (sit on top of each other / quickly get in at the same time)

The pumphouse is one of the **coolest** places in Aquaville. (most interesting / coldest)

I like that idea, it's **brilliant**. (really good / very bright and shiny)

3 CREATING LITERATURE: Point of View – Rewrite part of the story from Captain Dogfish's point of view! Being a rock star is great, but you really love your secret life as a raider captain! Your plan to steal water from these foolish locals and make a fortune is going perfectly, until those meddling kids get in the way! What choices do you make? Write your chapter in the same style, so that the reader is the hero (e.g. YOU tie the scarf around your face!).



FABULOUS FLIP FUN

Raider Style - You and Lou didn't have much luck passing as Brinyville raiders, did you? Perhaps you should have another go at it! Have a look through your closet and see what ripping roaring raider clothes you can find (or maybe your parents have something you can borrow!). Dress up and spend the day swaggering around as a Brinyville raider! Make sure you use raider slang (like "matey" or "lubber") so you sound just like the real thing!



Hydroponics - You can grow some plants using hydroponics. The plants don't need soil at all, just the nutrients in the water. Visit your local garden centre and see how it works. You could even get a plant of your own and start your own hydroponic garden!



Shark Sub - Captain Dogfish's sub had a shark mouth painted on the nose! Can you imagine what it looked like? Draw or paint a cool design for the shark sub on a big piece of paper. Make it look super scary, and make sure there are lots of teeth in that sharky mouth!

Amazing Fish of the Deep! - Do you have an aquarium near where you live? Go check out the amazing animals that live in our oceans. If you don't, check out some books from your library, and look at the incredible range of life. Make a presentation about it - The Top 10 Weirdest Animals in the Ocean!



Floating on Air - Remember when the raiders were caught in the up-draught of the fan and were floating in mid-air? Is that really possible? Try a mini-version with a hairdryer and a ping-pong ball. Can you make the ball float in mid-air? Does it have to be a certain distance from the dryer? If it doesn't work, how could you change things so that the ball ends up hovering?



Sticky Seaweed - At one point, the mini-sub gets stuck in some kelp seaweed! Did you know that some people actually eat seaweed? The green wrap around the outside of sushi is dried seaweed. It has an interesting, slightly salty flavour. Have a go at making your own sushi by buying some Japanese seaweed wrap, some sushi rice, and slicing up some chicken and vegetables to wrap up inside! Yum!

Super Bass - If you turn up the bass on your stereo loud enough, will it actually tip something over? Get some earplugs. Then, balance some playing cards in front of a speaker and turn on the music. (Make sure the bass is turned up!) Do the cards fall over? How far away can you move the cards before the super bass doesn't affect them?

The Water Rats! - The water rats are coming to play a gig in your town! Make a cool poster to put up around your neighbourhood advertising the gig. Where is it going to be? How much are tickets? How will you make your poster look awesome?





The Not-So-Greatest Show on Earth

Language

Students will: obtain and use new, precise vocabulary in their own writing

Expressing and developing ideas

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts



Literacy

Students will: predict likely events that may happen through choices made, and evaluate the success of the choice once the outcome is confirmed

Interpreting, analysing, evaluating

Navigate and read texts for specific purposes applying appropriate text processing strategies, for example, predicting and confirming, monitoring meaning, skimming and scanning

Literature

Students will: understand how language devices are used to make a narrative more exciting

Examining literature

Understand, interpret and experiment with sound devices and image, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes

Students will: create ongoing storylines from the "endings" in the text

Creating literature

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in text students have experienced



Before You Read

This narrative is a branching-plot interactive story, told from the perspective of the reader. It is told by a non-gender specific narrator, allowing both boys and girls to be the central character. In this story, the narrator is desperate to go to circus camp and must convince their parents to allow them to go by performing an impressive stunt. The story relates a series of adventures in which our hero/heroine must survive a series of complications and arrive at the ideal resolution (getting the parents to sign the permission slip), depending on the choices they make. Throughout the text, students will encounter rich vocabulary (which is graphically highlighted) and a variety of figurative language devices. The reader may choose to forge a

path through the text by themselves, but equally, they may wish to embark on the adventure as a group, discussing the advantages and pitfalls of the decisions they make.

If using the digital version of this book, ensure that students understand how to click/tap on their desired option to move through to the next page. They may also click and drag their favourite vocabulary words into the Word Bank for later use (see below). Additionally, there is a digital writing template that allows students to write their own "chapters" for the story (see below).

The text allows for creative writing extension in the classroom and cross-curricular opportunities in Visual Art, Drama, Thinking Tools, and so on.

While You Read

Guided Notes – Event by Event (*There are several main "routes" through the book, as well as many dead ends and red herrings. In each reading, some but not necessarily all of the events listed below will be encountered by the reader during their adventure – it will depend on their choices.*)

When reading in groups, students should come to a collaborative decision about the pathway BEFORE they all turn to the next page. Once on a new page, have all the students read, then use these notes to discuss the events, before making the decision on where to go next...



**Pages 4–5
(The Super Brains)**

All the other members of your family are into science. This provides a great contrast with your passion, the circus, which is all about emotion and spectacle, and is about as far away from science as you can get! By the way, what do a “botanist” and a “biochemist” do?



Pages 8–9 (The Plank)

The wood is described as “an old, speckled painter’s plank.” Can you think why it is described as “speckled”? Using this prop already sounds like a foolish idea, doesn’t it? Old wood doesn’t sound very strong! Do you think gambling on this old plank makes you seem desperate?



Page 12 (The Rat)

You’re up in the roof, but the sweat is blinding you, rolling down your face and into your eyes. Have you ever wondered why roofs get so hot? Do you think you are sweating from the heat or your nerves?



Page 13 (The Fish Pond)

“Ravenous” is an excellent word that means “really, really hungry.” It looks like it should relate to the bird, the raven, which would make sense since ravens are often “ravenous.” However, the two words come from different languages and are not related. There’s some good figurative language elsewhere on this page – can you spot examples of simile, hyperbole, and personification?



**Page 16
(The Burglar with the Cold)**

As the mysterious snuffling person approaches, you consider bargaining for your life with throat lozenges or tissues or chicken soup. Do you think you are being serious or sarcastic? Why might you use chicken soup?



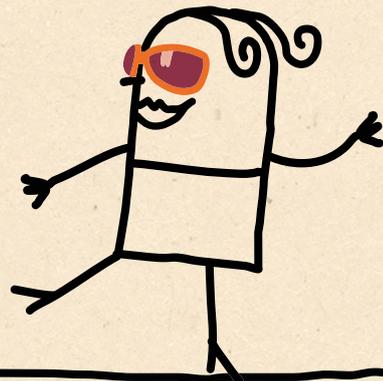
**Pages 24–25
(The Acrobat)**

“You’ve got them in the palm of your hand.” This is an unusual idiom, isn’t it? Where do you think it comes from, and what do you think it means?



Page 29 (The Flea Circus)

Flea circuses have an interesting history. Allegedly, fleas are caught and attached to small objects, so when the fleas jump, the objects move. These tiny insects are so powerful that they can move objects that are much bigger than they are. However, many flea circuses don’t use fleas at all. Instead, they use magnets or electricity. It’s just an illusion, like a magic trick!



After Reading

Writing Focus

Narrative Structure/Vocabulary

Remind students that most narratives have a beginning (orientation), one or more problems (complications), and an ending (resolution) – BUT in this kind of text, there are many complications and a variety of resolutions. Discuss the fact that some of these resolutions may be more “ideal” than others. Think about why the book is structured so that the reader must flip forwards and backwards through the

pages. Call attention to the vocabulary words that are highlighted in different typographical styles, and ensure that students understand the range of words used. If using the digital version of the book, have students drag the vocabulary into the Word Bank. Use the Comprehension worksheet and guided notes to assist them in their comprehension of the text.

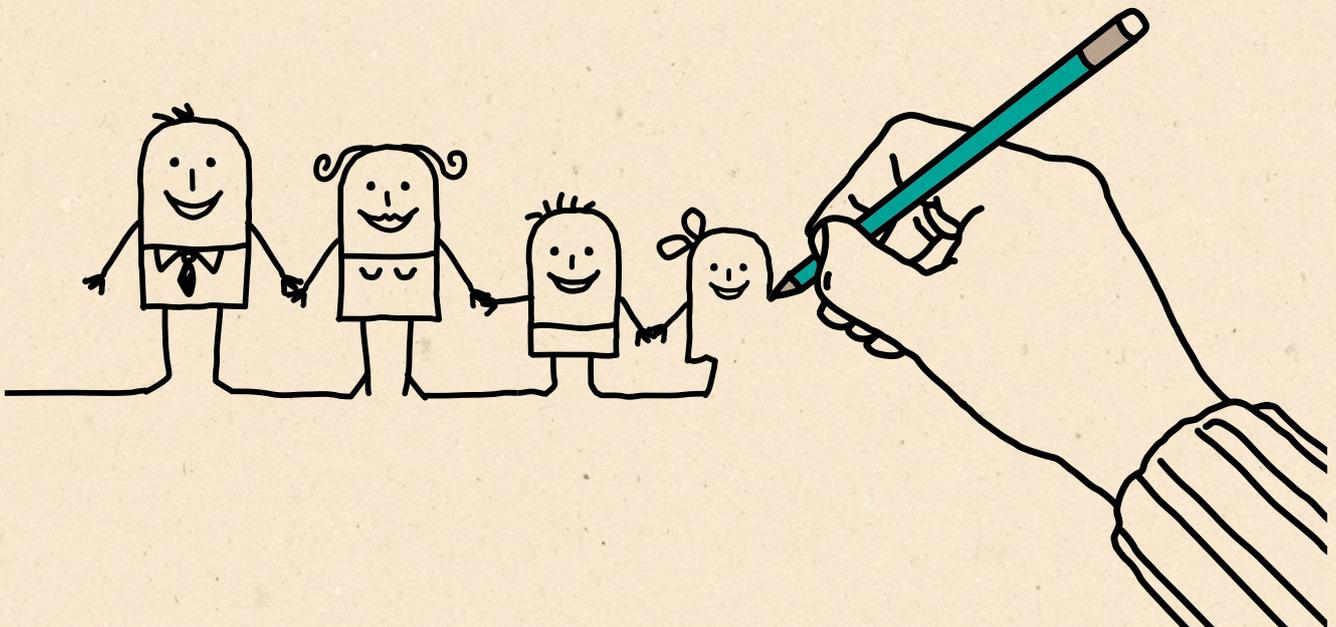
Independent Writing

In this adventure, the ideal resolution involves getting permission to go to circus camp – but this is just the start of your adventures! There are so many different acts to train for. Which one are you going to choose first? You want to be the BEST kid at camp, right? Who is your competition? Use these ideas to write the next chapter in your circus adventure. Discuss writing in second-person style (“you do something”) as opposed to first-person (“I do something”) or third-person (“he/she does something”). Students may choose to

write their next chapter in any of these three styles. Encourage students to use some of the highlighted vocabulary from *The Not-So-Greatest Show* in their own writing. Use the Writing worksheet or the Fabulous Flip Fun ideas sheet if appropriate. When using the digital version, have students use the templates to write their own pages to add to the story, and encourage them to use the vocabulary they’ve selected in the Word Bank. This could be done independently or collaboratively.

Extra Writing Prompts

- Write a letter home to your mum and dad that tells them about a typical day at circus camp. What classes do you take? Is anything unusual? For example, perhaps you sleep in a circus tent or ride an elephant to the corner store for a bottle of milk...
- Make a poster for your circus. Use lots of alliteration to advertise your amazing circus, such as “Marvellous Mark’s Magical Mysteries!” Make your poster very colourful and bright.
- You are the ringmaster for the circus – write an opening speech that welcomes the crowd to the circus and gets them excited about what they will see tonight. Remember to use lots of rich and colourful vocabulary to stir up the crowd!



Name _____



The Not-So-Greatest Show on Earth



1 LITERAL – How much of the story can you remember? List examples of each of these from your adventure.

5 different circus acts that you attempted _____

3 different disasters/things that went wrong _____

4 different animals _____

2 EVALUATIVE – If YOU decided you wanted to join the circus for a career, would your family approve or disapprove? Explain the reasons for their enthusiasm or why they would have their doubts.

3 EVALUATIVE – In the story, all the other members of your family are into science, whereas you dream of joining the circus. Where do you think you got the idea to become a circus performer? Explain several ways in which the idea could have been planted in your head.

4 INFERENTIAL – At the beginning of the story, you are desperate to go to circus camp, partly to follow your dream, but also for a different reason – what is it? (Clue: Reread page 78.)

The Not-So-Greatest Show on Earth

1 EXAMINING LITERATURE: Language Device Treasure Hunt – See if you can find, collect, and write down the following by looking in the text (especially at the highlighted words on each page). You get one point for each one you find. There are 20 possible points to collect!

5 hyphenated phrases (e.g. not-so-ordinary) _____

5 examples of onomatopoeia (e.g. crash) _____

5 metaphors (e.g. guilt eats at you) _____

5 words that describe smell (e.g. stinking) _____

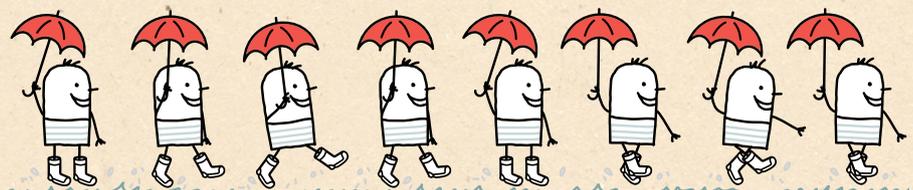
2 EXPRESSING AND DEVELOPING IDEAS: Double Trouble Vocabulary – Many words or phrases in English can mean different things depending on the context. Look at these examples from *The Not-So-Greatest Show on Earth*. What does the highlighted word mean? Choose the answer that you think fits best.

You **catch** your breath. (capture between two hands / regain)

Mum gives Dad a **funny** look. (amusing / strange)

You start to **execute** your plan. (carry out / kill)

3 CREATING LITERATURE: Point of View – Rewrite part of the story from Mum or Dad's point of view. If you can't convince that mad child of yours that the circus idea is crazy, they'll throw their life away juggling balls for the rest of their life! You have to convince them to get a proper job, but they just keep on stealing plates and eggs and old unicycles! How can you stop this? What choices do you make? Write your chapter in the same style, so that the reader is the hero (e.g. YOU hear a noise and go out to the garage!).



FABULOUS FLIP FUN

Plate Spinning! - Spinning a plate on a pole is tricky but fun! Practise by using a flying disk on an old cricket stump stuck in the ground. Try spinning the disk quickly before you let go - and be prepared to practise a lot!

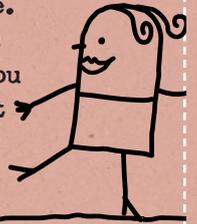


Trick Juggler - Expert jugglers can juggle all kinds of different objects, but you can easily fake it! Grab a friend with a camera and five completely different objects that won't break easily. Throw the objects up above your head at the same time and have your friend take the photo when the objects are in mid-air. Make sure you look like you're concentrating on juggling!



Trapeze Tricks - Doing flying trapeze takes a lot of strength and years to master. Try a simpler version by using the monkey bars at your local playground. First, try getting from one end to the other without falling. Once you've done that, try swinging from one bar to the next by only holding on with one hand at a time. Build up your strength and stamina!

Tighter and Tighter - Improve your tightrope-walking skills by drawing a long, wide path on the ground with chalk. Walk straight down the middle of it. Then, make another path the same length but slightly thinner, and walk down that one. Keep making the path thinner until it is slightly thinner than your foot. Once you have mastered walking this path, make it even harder by drawing the path with twists and turns.



Ringmaster! - Dress up like a ringmaster! Traditionally, a ringmaster wears a top hat, a long-tailed coat, and striped trousers - and an eccentric moustache, of course! Check out some pictures of ringmasters online and see if you can come up with a similar costume!

The Little Top - Circus tents, or big tops, are traditionally striped in two different colours. Make a mini-big top by cutting out a large circle of material and drawing on the stripes. Then, make a frame out of wire or an old coat hanger and hang your material over it. If you like, use toy figures for your circus performers!

Circus Cake - Make a big-top cake! Bake or decorate a round cake. To make the tent, put a bamboo skewer up through the middle, and string coloured ribbons in alternating colours from the top of the skewer down to the edge of the cake.

Circus Soundtrack - Traditional circuses used music that now sounds a bit cheesy to our ears. Modern circuses use much more exciting music to get people into the spirit of the show. Find some high-energy music that you would use to put on a show if you owned a circus!



Flea Circus - Use magnets to make your own trick flea circus. Get some small metal objects (e.g. drawing pins) that can be attracted by magnets. Glue or tape the metal objects onto small plastic animals (for the fleas to "ride"). Set up the animals on card that is stiff enough to hold them but thin enough so the magnet can pull them along from below. Then, thrill your friends as your invisible fleas perform their tricks!

Clowning Around - For years, clowns have used custard pies to make people laugh. Are you up for it? Instead of custard, use a can of whipped cream and paper plates. Convince a friend to put on a show with you where you both end up with a pie in the face, and see how many laughs you get!



The Creature from ZX303



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Students will: create ongoing storylines from the "endings" in the text

Creating literature

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in text students have experienced



Before You Read

This narrative is a branching-plot interactive story, told from the perspective of the reader. It is told by a non-gender specific narrator, allowing both boys and girls to be the central character. In this story, it's the narrator's first day as a trainee zookeeper at an interstellar zoo, and a strange animal arrives and causes all kinds of problems! The story relates a series of adventures in which our hero/heroine must survive a series of complications and arrive at the ideal resolution (get the creature back and discover who the mysterious redhead is), depending on the choices they make.

Throughout the text, students will encounter rich vocabulary (which is graphically highlighted) and a variety of figurative language devices. The reader

may choose to forge a path through the text by themselves, but equally, they may wish to embark on the adventure as a group, discussing the advantages and pitfalls of the decisions they make.

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When reading in groups, students should come to a collaborative decision about the pathway BEFORE they all turn to the next page. Once on a new page, have all the students read, then use these notes to discuss the events, before making the decision on where to go next...



**Pages 4–5
(The Trainee)**

This is a science-fiction story. What words does the author use in order to set this futuristic, spacey “context” in the reader’s mind?



**Pages 9–10
(The Green Slime Blob)**

As you go through the zoo, you pass the Plasmoid, which has “elongated, gelatinous eyes.” These are some vivid adjectives – do you know what they mean?



Page 13 (The Slime Worm)

Does the worm have teeth? The text doesn’t actually tell you, but it DOES give you a clue. Can you work out what the clue is, and therefore, the answer?



Page 15 (The Anti-Grav Platform)

The ZX Animal is on an “anti-grav platform,” which the author doesn’t explain. Using your knowledge of prefixes (anti) and abbreviations (grav), can you work out what it is?



Pages 22–23 (The Black-Clad Stranger)

Characters who wear black represent different things in different stories. Some of them are evil (Darth Vader) and some good (Batman), but often they are just mysterious. Can you think of any black-clad characters that you have come across in other stories?



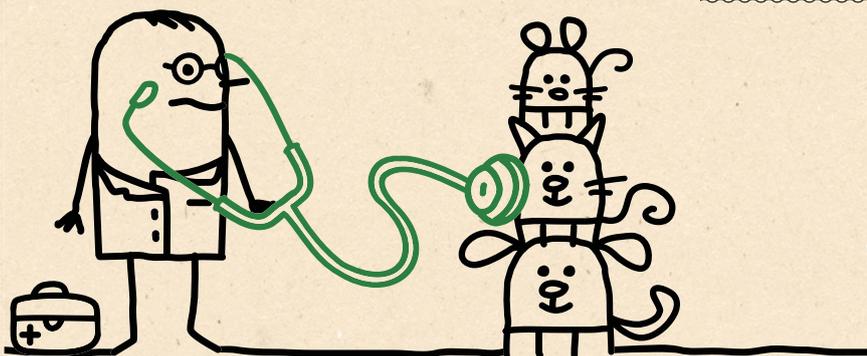
**Pages 35–36
(The Shape-Changer)**

This information resolves the mystery of how all the animals are escaping. Actually, they’re not! This is called a twist – it changes your idea of what is actually happening in the story. Sometimes, you can spot a twist coming if you pay careful attention to the clues – did you see this one coming?



**Pages 60–63
(The Professor)**

These are the pages that reveal the resolution of one of the two main complications in the story. The mysterious stranger is Professor Klein, who is borrowing animals for her son’s birthday party! What do you think of this explanation? Do this seem reasonable to you, or do you think Klein has zapped herself in the head one too many times and is completely bonkers?



**Pages 66–68
(The Mad Inventor)**

Sulawaya is quite a forgiving, trusting Head Zookeeper! Not only does he forgive Klein for zapping half his zoo, but he trusts YOU to walk her to the gate! Is Sulawaya right to be so forgiving/trusting?



Page 84 (The Slippery Apple)

In many old comedies, someone slips on a banana peel. This has become such a cliché that it isn't used much anymore, although versions of it (such as this slippery apple) still pop up from time to time!



**Pages 72–73
(The Ice Sneezer)**

If you were a zookeeper, how would you go about catching a Giant Woolly Zentrabian Ice-Sneezer? What special equipment would you use to ensure your health and safety?



**Pages 92–94
(The Dilemma)**

So, after zapping half the zoo and then getting caught, Klein recruits you to help her use a stowaway ZX Animal at the party tomorrow! This is a dilemma – you have the chance to work with a crazy-but-brilliant inventor and an unusual creature, but on the other hand, Klein is clearly mad – what would YOU do?



**Pages 75–76
(The Dart Bird)**

What an extraordinary animal! Why do you think the Dart Bird shoots its feathers like darts if they can't actually hurt you? Why do you think the Dart Bird evolved like this?



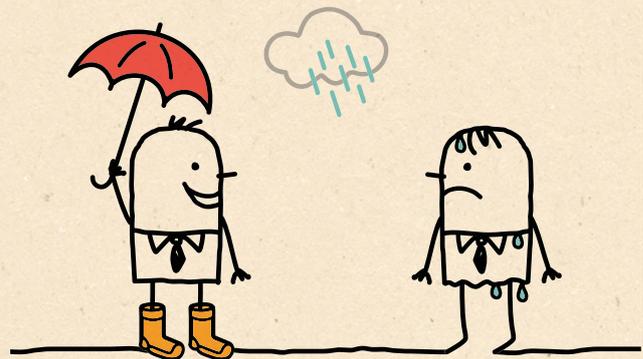
Page 95 (The Andorian Sloth)

The sloth seems completely normal, just like an Earth sloth, except that it is blue! What might this tell us about the sloth's planet, Andoria?



Page 77 (The New Friend)

There are a few different resolutions to this story, but this is the only one where you befriend the ZX Animal. In your experience, what other animals have you had close encounters with?



After Reading

Writing Focus

Narrative Structure/Vocabulary

Remind students that most narratives have a beginning (orientation), one or more problems (complications), and an ending (resolution) – BUT in this kind of text, there are many complications and a variety of resolutions. Discuss the fact that some of these resolutions may be more “ideal” than others. Think about why the book is structured so that the reader must flip forwards and backwards through the pages.

Call attention to the vocabulary words that are highlighted in different typographical styles, and ensure that students understand the range of words used. If using the digital version of the book, have students drag the vocabulary into the Word Bank. Use the Comprehension worksheet and guided notes to assist them in their comprehension of the text.

Independent Writing

In this adventure, the ideal resolution involves capturing the ZX Animal and kicking Professor Klein out of the zoo before she zaps all the animals for her mad birthday party scheme! In one resolution, you befriend the shape-changing animal – but isn't that a little dangerous? What if the ZX Animal decides to shape change into YOU in order to look for more apples? There would be TWO of you running around. How would you go about capturing yourself? Use these ideas as the starting point to the next chapter in your intergalactic zoo adventure. Discuss writing in second-person style (“you do something”) as opposed

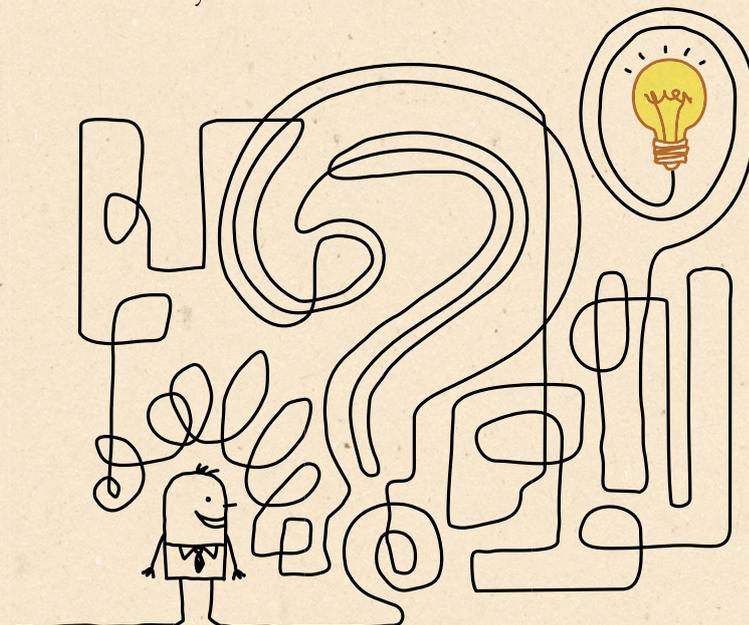
to first-person (“I do something”) or third-person (“he/she does something”). Students may choose to write their next chapter in any of these three styles. Encourage students to use some of the highlighted vocabulary from *The Creature from ZX303* in their own writing. Use the Writing worksheet or the Fabulous Flip Fun ideas sheet if appropriate. When using the digital version, have students use the templates to write their own pages to add to the story, and encourage them to use the vocabulary they've selected in the Word Bank. This could be done independently or collaboratively.

Extra Writing Prompts

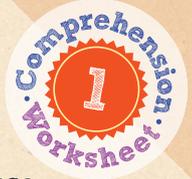
- Make a WANTED poster for the capture of Matilda Klein, mad inventor. She is wanted for various crimes, including kidnapping animals by digitizing them! Make sure you include a description of her, what you should do if you spot her, and what the reward will be.
- Some of these animals could make wonderful pets, but owners should do their research first! They need to read your “Caring for Bizarre Space Pets” handbook, which should contain loads of handy hints that will

help owners keep their interstellar pets in tip-top condition!

- Perhaps the strange shape-changing animal isn't the only weird creature that lives on ZX303! You are leading an expedition to ZX303 in order to find out what other extraordinary creatures live there! Write a diary about your dangerous travels on this bizarre planet...



Name _____



The Creature from ZX303

1 LITERAL – How much of the story can you remember? List examples of each of these from your adventure.

5 different zoo animals _____

5 different pieces of futuristic technology _____

5 different colours _____

2 EVALUATIVE – The Transworld Interstellar Zoo is on the planet of Zaneeba, which has two suns! How do you think life might be different on a twin-sun planet? Explain your answer.

3 EVALUATIVE – In one of the endings of the story, you are offered a job working with an Orion Eyeless Clumso-Bat (you lucky thing!). But would you rather work with one of the other animals instead? Think about all the animals you encountered during the story – which one would you most like to work with and why?

4 INFERENCE – Sulawaya suggests you get a “comlink” so you can stay in touch while running around the zoo. But what is a “comlink”? Write down what you think this device might be and why it has that name.



The Creature from ZX303

1 EXAMINING LITERATURE: Language Device Treasure Hunt – See if you can find, collect, and write down the following by looking in the text (especially at the highlighted words on each page). You get one point for each one you find. There are 20 possible points to collect!

5 words or phrases that physically describe an animal (e.g. ferocious) _____

5 onomatopoeia words – sound-effects words (e.g. boom) _____

5 contextual words or phrases from a science-fiction story (e.g. anti-grav) _____

5 unusual descriptions of movement (e.g. skulking) _____

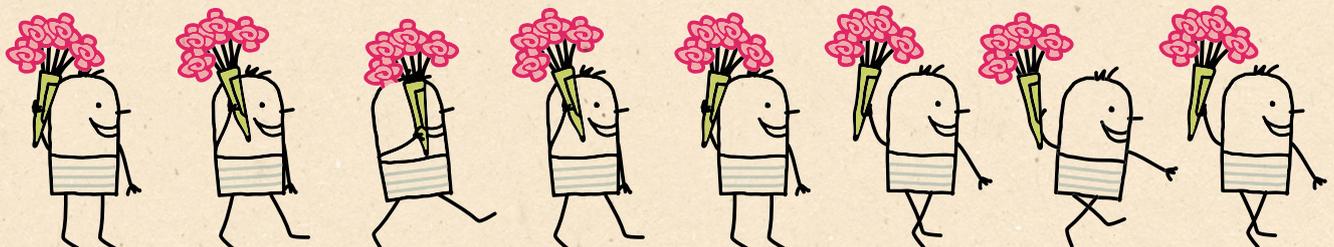
2 EXPRESSING AND DEVELOPING IDEAS: Double Trouble Vocabulary – Many words or phrases in English can mean different things depending on the context. Look at these examples from *The Creature from ZX303*. What does the highlighted word mean? Choose the answer that you think fits best.

She **dart**s out of her hiding place. (jumps out quickly / shoots a small, pointy arrow)

They don't see you **slip** away. (lose your footing / escape unnoticed)

You **scramble** up the nearest tree. (whisk it up and cook it / climb as best you can)

3 CREATING LITERATURE: Point of View – Rewrite part of the story from Matilda Klein's point of view! Your son is a spoiled brat, and unless you get him REAL animals for his birthday, he'll throw a tantrum! You just need to digitize a few, surely it won't take that long...but who is that new trainee zookeeper who keeps spoiling your plans? What choices do you make? Write your chapter in the same style, so that the reader is the hero (e.g. YOU see a Blue Sloth and know that you just HAVE to zap it!).



FABULOUS FLIP FUN

Animal Magic - Many of the strange creatures in this story are based on real Earth animals, but these ones are bigger or smaller, or have strange colours or unusual abilities! Make a poster of one of them by photocopying in black and white and then colouring in with the new colour. Cut out the picture, and glue it next to a picture of YOU (make sure the scale is right)!



Apple Surprise! - There's nothing ZX Animals love more than apples...except perhaps ZX Apple Pie! But what is different about ZX Apple Pie from normal apple pie? Have a go at making a simple apple pie or crumble, but add one yummy ingredient that will make it a bit different and special!



The Black Box! - wouldn't it be great to have a black box that really did digitize people and dump them into a featureless void? You could always make one and just pretend! Find an old remote control and put different labels on the buttons, such as "digitize" and "ray of doom." point it at people and press the buttons. It won't digitize them for real, but it might make you feel better!

Zoo Trip - This is a great opportunity to go to your local zoo! Take your camera with you, and only take photos of the strangest and most alien creatures they have.



ZX Fun - Make your own ZX Animal! Get some purple, furry material from a fabric shop, and then sew or glue it around an old ball. Stick on eyes (and maybe even feet if you are feeling creative)! Just keep it away from any apples...

Balloon Animals - This is what Matilda should have been practising all along! Get some of those long party balloons, and find some instructions online for making simple balloon animals. How many different animals can you make? (Start with a worm - that's pretty easy!)



Spot the Alien - Use your zoo-trip photos (or just download some) and make a slideshow of unusual-looking animals. Find a pretend alien photo online, and drop it into the middle of your slideshow. Will people notice and think it really exists?

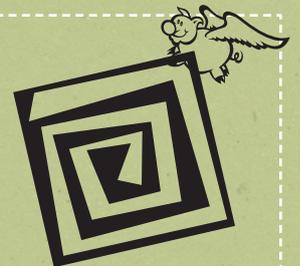
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Alien Makeover -

Can you turn yourself into an alien? Get some face paint and ask your friends to make you over into a strange-looking alien! Take pictures, and make up a home planet for yourself!



Make a Maze - Make up your own maze on square paper. Make it an intergalactic zoo theme, and include a couple of sneaky surprises. Give it to your friends and see if they can solve it!



Camo Quiz - Find some close-up shots of different animals' camouflage patterns. Show your friends and see if they can work out what animal they are looking at! Give them some easy ones, but give them some harder ones, too!

