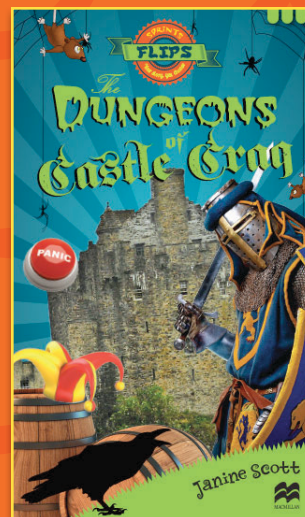
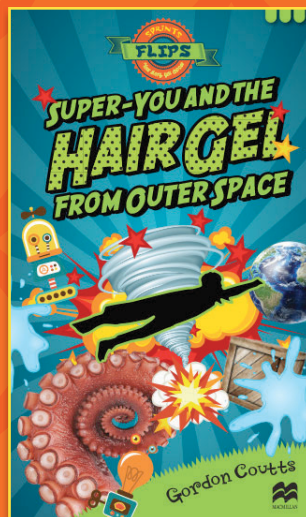
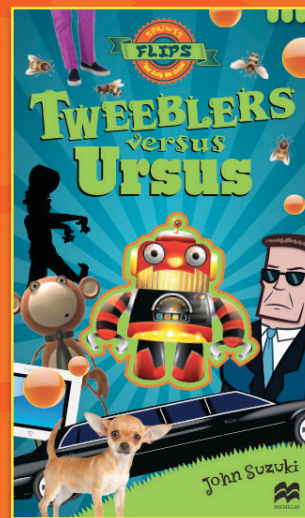




TEACHER GUIDE

RA
10.5-11.5
approx



Sprints Flips Teacher Notes
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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.



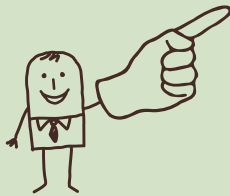
Titch

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 wakes up one morning and is only a few inches tall! The story relates a series of adventures in which our hero/heroine must survive a series of complications and arrive at the ideal resolution, 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 (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 possible "routes" through the book. There are also 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 Kid Brother)

How do you behave towards your younger brother Barney? Look at the word *splat* and the long line of z's. These are examples of onomatopoeia – words that sound like the noises they are describing.



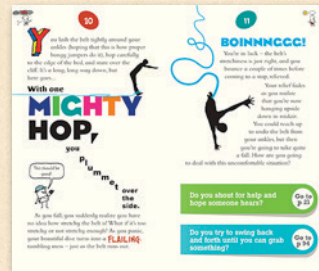
Pages 6-7 (Trapped)

You're trapped in the toy box. Think about what toys you may find in the box – can you think of any that might help you escape? What kind of toy would you look for that might attract Mum's attention or force open the lid?



Pages 10-11 (The Bungy)

Have you ever started something and then suddenly had second thoughts and panicked? What happened? Look at the word *plummet* on page 10 – it's written in a way that illustrates the action (the word *plummet* is plummeting). This is an effect used in "concrete poetry." Can you think of your own example?



Page 13 (The Freezer)

Have you ever touched something so cold it stuck to your skin? How did it feel? Why do you think this happens?



Page 21 (The Cat)

The cat is called Tiddles. Is this a good name for a scary cat? Explain your thinking. "Tiddles's eyes light up." What does this phrase mean?



Page 23 (The Bird)

The bird is "cawing" in triumph. What kind of bird "caws"? What are other ways of describing the way birds sound?



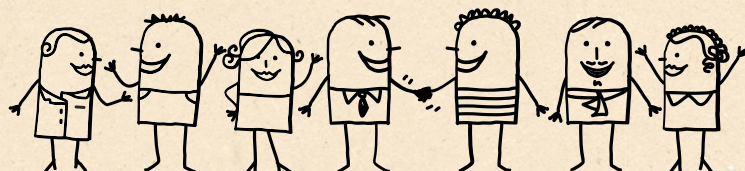
Pages 26-27 (The Pyramids)

What problems will you encounter if you choose to be posted to the pyramids? If you DO make it all the way to Egypt, what opportunities will be so tiny give you?



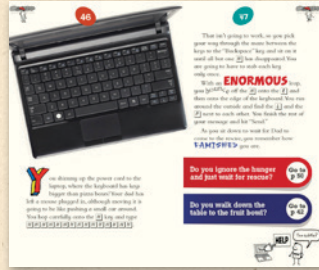
Pages 28-29 (The Slide)

There are two different similes that are used to describe how you are moving. Can you spot them? Which one is your favourite and why?



**Pages 46-47
(The Computer)**

When you land on the H key, it types HHHHHHHHHHHH. Why? If you were going to type a second word on this giant keyboard, what would it be and why?



**Pages 48-49
(The Toy Box)**

The superhero costume is embarrassing... but what are the most embarrassing clothes YOU'VE ever had to wear? Tell the story of why they were so awful. How did it make you feel?



**Pages 52-53
(The Spiders)**

Giant spiders are pretty scary. Can you think of any other stories with frightening animals that are bigger than normal? At the end, it says you want to "suck your thumb for the rest of the day." How will that help?



Pages 57-58 (The Roof)

After being struck by lightning, you grow into a giant! It's solved some of your problems but created others. What's your main problem now?



**Page 77-78
(The Mozzie)**

A giant mozzie or a normal-sized eagle... which do you think would be more dangerous? What are the advantages/disadvantages of taking on each in a fight?



**Pages 106-107
(The BBQ Table)**

You land in ketchup! Well, at least it's a soft landing (although a bit stinky). What else on the BBQ table could you have landed on that would have been WORSE?



**Pages 110-111
(The Circus)**

Barney thinks you could join the circus if you stayed titchy! What could you do in the circus?



**Pages 113-114
(Super Small)**

Now, you are REALLY small! Is there any hope for you? How do you think Barney changed the toothpaste? What are you going to do now?



**Pages 116-117
(The Toothpaste)**

You are back to normal size. Is this the best possible ending? Why is Barney smiling and patting his pocket at the very end? Have you REALLY forgiven him?



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

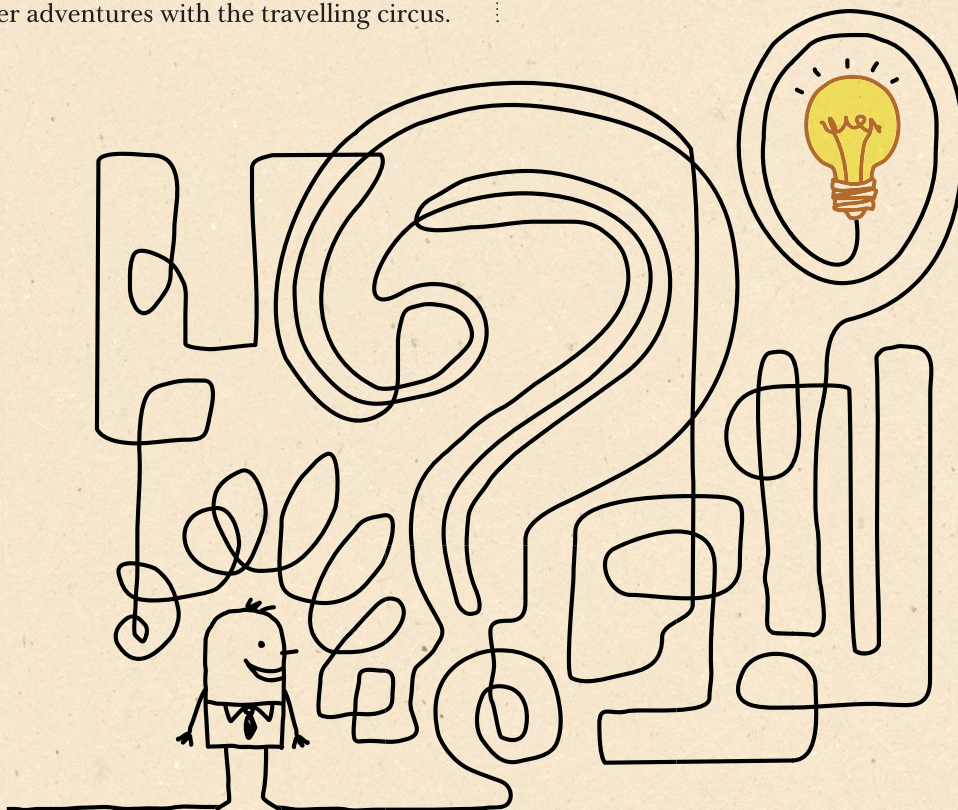
Resolutions include being struck by lightning, turning into a giant, being airmailed to Egypt, becoming even smaller, and being sent off to the circus. Use any of these as the starting point for the next chapter in Titch’s crazy life. Discuss writing in second-person style (“you do something”) as opposed 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 *Titch* 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

- Barney obviously made up an evil toothpaste recipe to get our hero/heroine to shrink – but what was in it? Make up a recipe, including the ingredients and method, to make Barney’s Shrinking Paste.
- Titch is going to join the circus! Write a letter home to Mum and Dad pretending to be Titch writing about his/her adventures with the travelling circus.

- An enormous kid has been seen looming over a house on the edge of town! You are a news reporter, flying in a helicopter above the scene. Write a report, to be sent to the TV studio, informing viewers about the latest developments!



Name _____



Titch



1 LITERAL – Can you remember FIVE dangers that YOU faced on the journey through the house and garden, and WHERE they were? Put the danger and the location in the order that you met them.

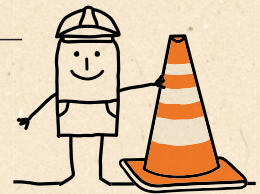
Danger #1 _____
Location _____

Danger #2 _____
Location _____

Danger #3 _____
Location _____

Danger #4 _____
Location _____

Danger #5 _____
Location _____



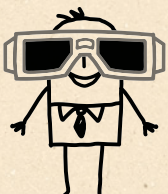
2 EVALUATIVE – Who do YOU decide to look for after the shrinking? Why do you think this person would be able to help?

3 EVALUATIVE – There are lots of different endings in the story. Some are probably “better” endings than others! Pick any of the endings you read, and think about the pros and cons of that ending. Write ONE positive thing about the ending and ONE negative thing.

Positive – _____

Negative – _____

4 INFERENTIAL – Why do you think the book is called *Titch*? Who do you think the title is talking about? Why do you think that?



Titch

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 27 possible points to collect!

8 synonyms for “really big” _____

3 similes _____

10 onomatopoeia words _____

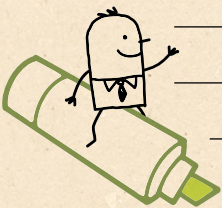
3 metaphors _____

3 alliteration phrases _____



2 EXPRESSING AND DEVELOPING IDEAS: Vocabulary Grab – Some of the highlighted vocabulary you will have seen before, but some may be new to you (e.g. “**yawning gulf**”). Find five words or phrases that are new to you, or that you don’t often use. Make sure you clarify exactly what they mean. Then, write a paragraph that includes all five. Use colouring pens to highlight your new words and make them look cool, like in *Titch*.

To get your revenge, YOU make the toothpaste turn Barney invisible! What happens to him?



3 CREATING LITERATURE: Next Chapter – Pick one of the endings that you read in *Titch*. What happens next? What happens at the circus? When you get to Egypt? When you become a giant? Write your chapter in the same style, so that the reader is the hero (e.g. “YOU jump onto the lion’s back and ride it into the ring!”).



FABULOUS FLIP FUN

Tiny People - Cut out small pictures of people from magazines and glue them in front of much bigger pictures of sofas, fridges, computers, etc. Cut out a little speech bubble and make up something funny for them to say!



Ice Cube Fingers - Make ice cubes in a freezer, and see if you can get them to stick to your fingers when you take them out. Try freezing other things - paper clips, lolly sticks, spoons - and see what comes out as "sticky" on your fingers. Why do you think some things DO stick?

Paper Plane Glider - Help our tiny hero escape by making a paper plane! Make a tiny person from a lolly stick, and tape them onto a paper plane of your choice. How far can they travel? If you change the position of the stick person, does it change how far they can fly?



The Shoe of Doom - Make a shoe so toxic, you can smell it from yards away. Get an old shoe, and fill it with the smelliest things you can find. Leave it for a week. Dare someone to get as close as they can to it!



Magic Toothpaste - Make a new recipe for magic toothpaste. Include all your favourite foods - chocolate spread, hokey pokey, ginger nuts - crush them all up into a gooey paste, and put them in a clean plastic bag. Cut a tiny hole in one corner, and squeeze out the paste like toothpaste. If you have an old toothbrush, squeeze your "magic" paste onto the brush. Take a photo of yourself brushing! How has it "magically" changed you?



Worm Fight - Find a couple of big foam "noodles" used at swimming pools. Find a friend and have a fight with your enormous worms. For added realism, wear old clothes, and coat your "worms" with slimy mud before you start your duel!



Titch - The Movie! - Make a movie of parts of the story. Use a camera by putting it very low to the ground, or very close to small objects (to make them look bigger). Use a tiny action figure to be the hero, or pretend the camera is the hero-cam...we see what they see!



3-Ring Puppet Show - Our hero joins the circus, so make a puppet show of what might happen at this Circus of the Odd - tiny little people and other straaaaaange sights. Cut out and decorate a circus tent, and make lolly-stick puppets of the weird sights at this circus. Put on a show for your family and friends! (Don't forget to charge them for their tickets!)

Guess the Scene - Find some other people who have read the book. Act out a page using ONLY the highlighted words on the page and a bunch of actions. Can your audience work out where you are in the story?



1st-Class Travel - Our hero is posted around the world. Make a stick puppet and post it to someone in another country. Ask them to include a memento of their country, and then post the hero on again to someone else. Don't forget to include your address as "home" so that eventually your little traveller may return...



Bubblegum Superglue - Is bubblegum REALLY that hard when it dries? Chew a piece of gum and then stick it on the end of a pencil. Leave it to dry for a day or two. How hard is it? Is it possible to remove the gum without breaking the pencil? Does heat or cold help?

Medieval Mayhem

RA
10.5-11.5
approx



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
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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 finds themselves unexpectedly in the Middle Ages! 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 safely back to the present!), 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 possible "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, 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 Costume)

Have you ever been to a fancy dress party in real life? What did you go as? Can you think of a costume that would be even more embarrassing than a pony costume?



Pages 19–20 (The Castle)

The sign for the jester auditions is on a “sandwich board.” Can you guess what a sandwich board is, and explain why it has such a curious name?



Pages 24–25 (The Walk)

You and Foble “prance” while the king and queen “stroll” – these two verbs are good action words that vividly describe how the characters move. Keep an eye out for other verbs as you read on...



Page 28 (The Throne Room)

“It’s difficult but, ingeniously, you put the clues together.” No, it’s not difficult. Two people on thrones with crowns. It’s obvious. The author is using sarcasm by writing the opposite of what he really means! Why would he do this?



Pages 36–37 (The Spilled Goblet)

When the king starts laughing at Snerd, everyone “dutifully” joins in. Why are they laughing “dutifully” instead of really laughing?



Pages 47–48 (The Alchemist’s Lab)

Thomas “scurries” from the room. This is an unusual choice of vocabulary – why do you think the word “scurries” is used here?



Pages 51–52 (The Plot)

Snerd is “next in line for the throne.” What does this phrase mean? What does it tell you about the king and queen’s children? (Answer – they haven’t got any!)



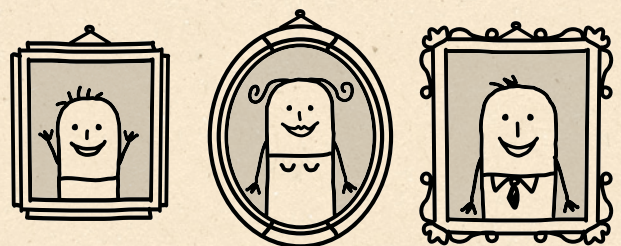
Pages 56–57 (The Cooked Boot)

“He takes in your costume without comment.” The phrase “to take in” sometimes means altering clothes so they are better-fitting. Here, though, it means something else. What do you think it means in this context?



Pages 61–62 (The Joust)

Jousting (sometimes known as “tilting”) was a sport that was popular during medieval times. It involved riding at your opponent and trying to knock him off his horse with a long pole called a lance. Why would it have been useful for a knight to practise this skill?



**Pages 66–67
(The Potato)**

The fizzy-drink/potato portal is a plot device to move the story on to an exciting episode. Have you ever read any other stories that use a plot device in a similar way?



**Pages 72–73
(The Auditions)**

Thomas is described as “your only ticket out of here.” This is a metaphor – it doesn’t really mean he is an actual ticket! There is another metaphor on this page. Can you find it? (Clue – what are the passers-by doing?)



Page 74 (The Miss)

You “clatter” into the table. CLATTER is a great sound effect word, or onomatopœia. Can you find other examples in this book?



**Pages 82–83
(The Dinner Party)**

Snerd’s door is a “massive, richly carved” door. Why does this suit the character of Snerd so well? What do you think the front door of Foble’s room is like?



**Pages 94–95
(The Secret Door)**

Many real castles have hidden chambers behind secret doors. Explain why you think secret rooms would be useful to the owner of a castle.



Page 100 (The Motivation)

Characters in stories only act for a reason – they have “motivations.” Snerd wants to kidnap the king and queen because HE wants to be king. So, what is Foble’s motivation for helping Snerd?



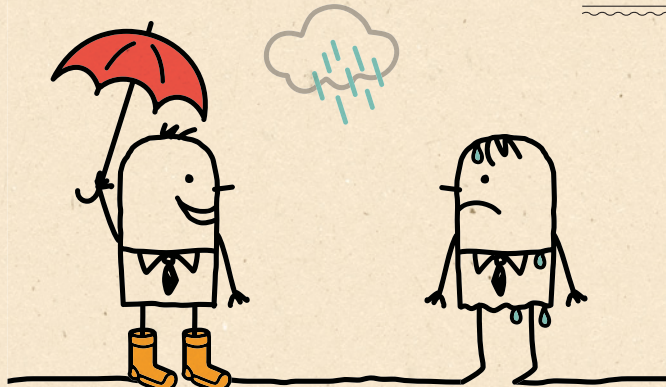
Page 108 (The Arrest)

Apparently, the “cat’s out of the bag.” What cat? This is an idiom, a phrase that has a different meaning from its literal meaning and is used to describe a certain situation. If a cat were in a bag, no one would be able to see what was inside. Once the cat came out, everyone would see it, and it would be impossible to put it back again. So, this idiom means “to give away a secret.”



Pages 114–116 (The End)

You’re rich! That’s a lot of gold you’re carrying. What are you going to do with it? You can’t use gold coins at a shop, so what must you do first?



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.

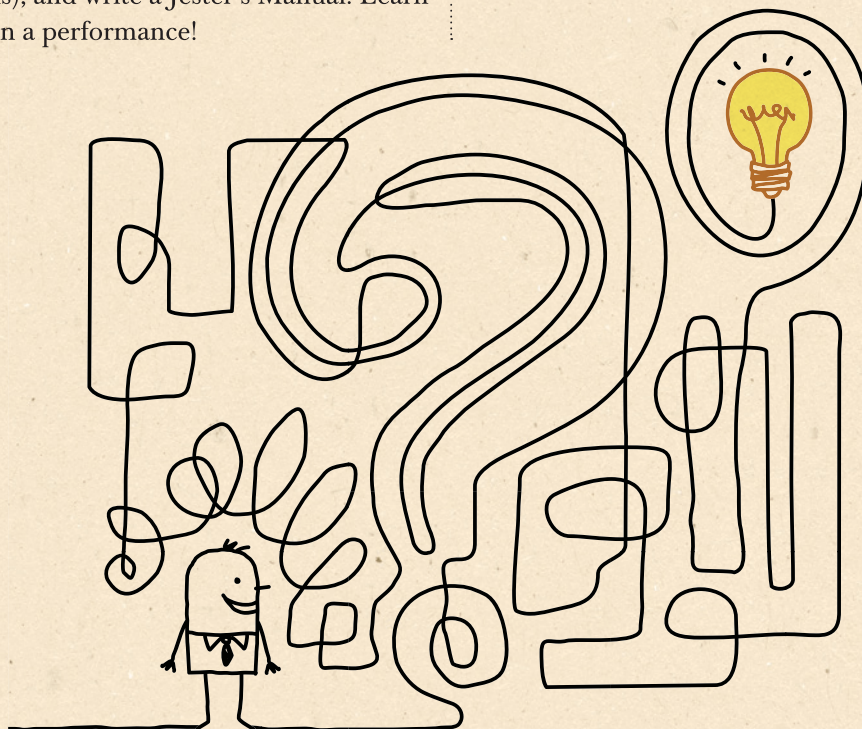
Independent Writing

In this adventure, the only really acceptable resolution is to find yourself back at home with gold in your pocket! But what if that potato portal started up again? Maybe if you used different fizzy drink, the strange chemicals would suck you into a different period of history! Use this idea as the starting point for the next chapter in your time-travelling adventure. Where will you go and what will you find there? How will you get back? 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 *Medieval Mayhem* 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 sports commentary for the king’s jousting tournament. Perhaps there is a crowd outside the arena who can’t get in, and you are telling them what is happening. Make your description as exciting as possible!
- Be a jester! Collect as many short jokes as you can (ask your friends), and write a Jester’s Manual. Learn a few, and put on a performance!
- Write a letter to the king and queen, telling them about your adventure. Publish it on a scroll, and tie a ribbon around it. Seal it with wax, if you have some...



Name _____



Medieval Mayhem



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

Something smelly _____

Something that made a loud noise _____

Something dangerous _____

Something to eat or drink _____

Some kind of animal _____

2 EVALUATIVE – What do you think of the king and queen and the way they behave? Give your opinion, using examples of what they do and say to explain your views.

3 EVALUATIVE – If you REALLY went back to Medieval England, what do you think would make people realize that you were from the future? Can you think of several clues that would give you away? Explain your ideas.

4 INFERENTIAL – You get to the castle on a manure cart. Why is something like this being taken to the castle?



Medieval Mayhem

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 medieval story (e.g. sword)

1 idiom (e.g. "it's raining cats and dogs") _____

10 verbs _____

3 metaphors or similes _____

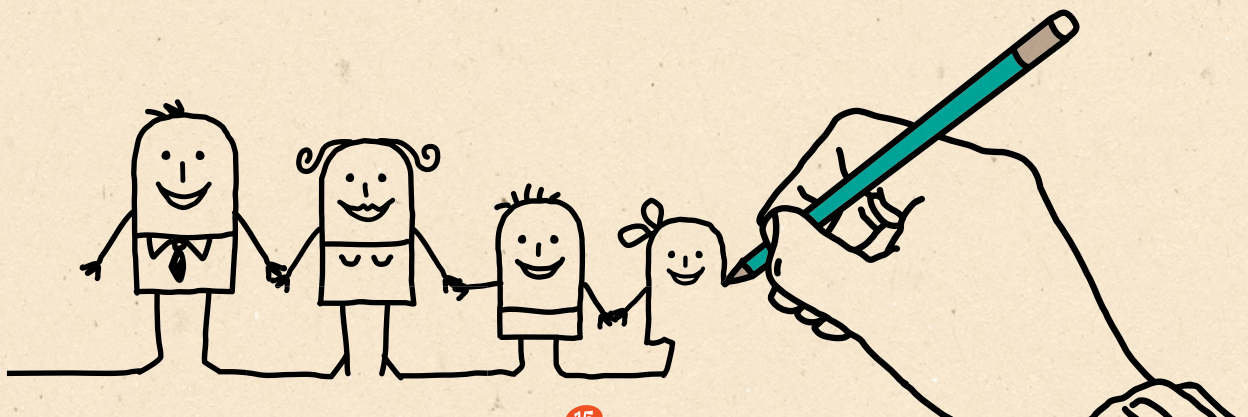
2 EXPRESSING AND DEVELOPING IDEAS: Double Trouble Vocabulary – Many words or phrases in English can mean different things depending on the context. Look at these examples from *Medieval Mayhem*. What does the highlighted word mean? Choose the answer that fits this particular sentence best.

The king looks up **brightly** when you make your appearance. (happily / intelligently)

The clearing had a castle **rearing** above it. (raising children / rising up)

Everyone gives it a **wide berth**. (a big bed / plenty of space)

3 CREATING LITERATURE: Point of View – Write the next chapter of the story, but this time tell it from Count Snerd's point of view. You're locked in the dungeon, so the first thing you must do is escape – but how? And then what will you do? Write your chapter in the same style, so that the reader is the hero (e.g. YOU jump onto the lion's back and ride it to safety!).



FABULOUS FLIP FUN

Juggling Jester - Learn how to juggle! Make some simple juggling balls out of some old balloons and some rice (look on the Internet for instructions), or some old bean bags.

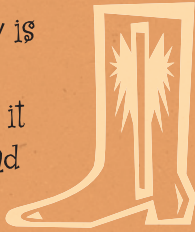
Balloon Barrage - Throwing a balloon at Snerd didn't work. Maybe you just needed more of them! Divide into two teams. Make a "net" out of some chairs. Each team starts with the same number of balloons. On the word GO, try to get all your balloons on the opposition's side at the same time!



Weird Whispers - Stand in a line with your friends. The person at the end makes up a sentence (e.g. "Let the joust begin!") and whispers it to the next in line. They are NOT allowed to hear it twice. The next person passes on what they THINK they heard. By the time it gets to the last person, has it changed?



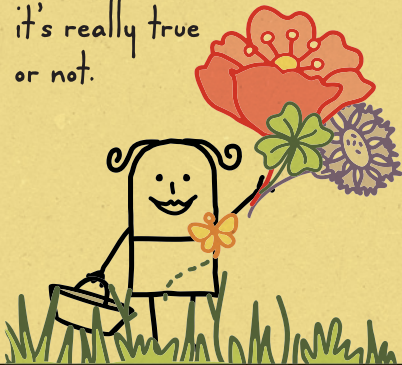
Edible Boot - Make a boot that really is edible. Use liquorice or any other ingredient that you fancy. Make it look as realistic as possible - and then eat it!



Portal Fizz - maybe you can make the strange fizzy drink that opened the time portal. try mixing together different fizzy drinks into a new and interesting flavour. It may not take you back in time, but it might taste special!



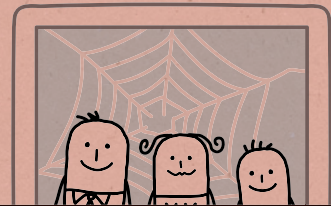
Marvellous Manure - Believe it or not, animal waste is supposed to be great for growing plants. But is it really? Get some seedlings and some manure from a garden centre, and do an experiment to find out whether it's really true or not.



Noodle Jousting - Get two foam "noodles" that are used for fun in swimming pools. Set up a jousting tournament - run at each other with the noodles!

Thomas the Alchemist -

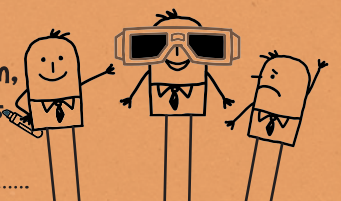
What does an alchemist actually do? Do some research on a computer, and find out about the history of alchemy!



Animal Charades - It's easy pretending to be a horse, right? But what about other animals? Play charades, imitating different animals. It's up to you whether you allow sound effects or not!



Puppet Tilting - Make simple puppets by drawing the characters on paper and sticking them to ice-block sticks. choose a scene (the throne room, jousting tournament, etc.), and make the background. put on a puppet show for your friends - and don't forget to do the voices!



Tweebblers versus Ursus

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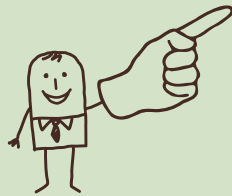


Language

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's dad's toyshop is under threat from a rival toyshop's mysterious owner, Ursus Paddington. The story relates a series of adventures in which our hero/heroine must survive a series of complications and arrive at the ideal resolution (save the toyshop and discover Paddington's identity), 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...



**Pages 4–7
(Ursus Paddington)**

Authors use names in stories very deliberately, either to evoke feelings or give clues about characters. *Tweebler* sounds like *twee*, which means cute, sweet, and little. Merlin was a famous wizard from legend, so THIS Merlin may be magical, too. And what about Ursus Paddington? What does this name suggest to you?



**Pages 8–9
(The Honey Tasting)**

The clues about Mr Paddington's true identity are coming thick and fast now. A mysterious figure with a deep, rasping voice who loves honey...have you worked it out yet? Once you solve the mystery, you'll realize that the author has been leaving clues for you since the very first page! The question is, will SEEING Paddington actually help you solve the mystery and save your toyshop?



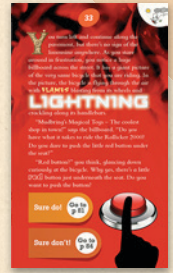
**Pages 24–25
(The Swarm)**

The clues about Paddington's identity are getting less subtle as we move through the story. Why would he have a car so full of honey that it attracts bees? Meanwhile, the vain taxi driver wants to change into his purple pants for the TV cameras he imagines are awaiting him. Have you come across purple pants in the story before now? If you did, where were they?



Page 33 (The Red Button)

Red buttons pop up in all kinds of different stories. Usually, they are story devices that start something quite dramatic and exciting. This button seems to make the bike explode into the air with bolts of lightning (at least, that's what the poster indicates). But sometimes, authors do the exact opposite of what you expect in order to surprise you. So, what do YOU think will happen next? To push, or not to push...?



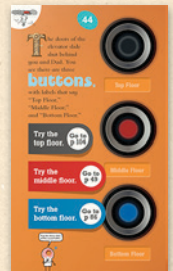
Page 37 (Mr Bore)

“His tongue hanging out like a hungry giraffe” is a great simile, as giraffes can have a tongue over half a metre long! If you had to compare the mysterious Mr Paddington to an animal, what would it be?



Page 44 (The Elevator)

Once again, there are three choices (in this case, elevator buttons). Previously, you had three toys to choose from (picture frame, bike, and robots) and three kinds of honey to recommend. Can you think of any other stories or fairy tales that feature the number three?



**Pages 58–59
(The Robot Wall)**

The Buildin' Bots are a great narrative device that can be used for all kinds of things, especially getting you out of trouble. Here, they make a wall to shield you from your pursuers. Action-packed stories often have characters that use dramatic sentences. There is a good example here when Dad says, “Time to head off to that fake ‘bank’ and get to the bottom of this business.” It has lots of alliteration and drama! Can you think of other famous phrases or sentences from films or books that have stuck in your mind?



**Pages 68–69
(The Evil Plan)**

This is the second time that Bore is compared to an animal, but this time it's a dog! These pages also contain a couple of great puns – “The puny, small-time ice-cream shops will MELT out of existence!” Ice-cream melts, and the shops will metaphorically “melt away,” too. Can you spot the other pun on this page?



**Pages 86–87
(The Robot Monkeys)**

An army of robot monkeys – bet you didn't see THAT coming! Fantasy stories allow the author to come up with almost anything, and the reader can't really question it. An army of robot monkeys – why not? Where these robots came from, who designed them, and what powers them are details that don't really matter – the robot monkeys are simply here to solve the mystery of who makes all the toys.



Pages 88–91 (The Bear)

It's the big reveal – he's a bear! Did you get the clues? *Ursus* is Latin for bear, and *Paddington* is the name of a famous fictional bear. Other clues – he loves honey, his statue was a bear, and bees chased him when he stole their honey! At what point did you realize he was a bear? Later in this section, you manage to do a deal with Mr Paddington, and you negotiate a job for your dad! So, when the bear slams his paw down on the desk and growls, “Well played, young Tweebler,” what does he mean?



Page 94 (The Bank)

Businesses in the past were often named after the people who founded them – so presumably this bank was begun by Mr Bore, Mr Ring, and Ms Dull. Actually, this is another pun, isn't it? (Say the name of the bank quickly!) Can you think of any other well-known companies that are named after their founders?



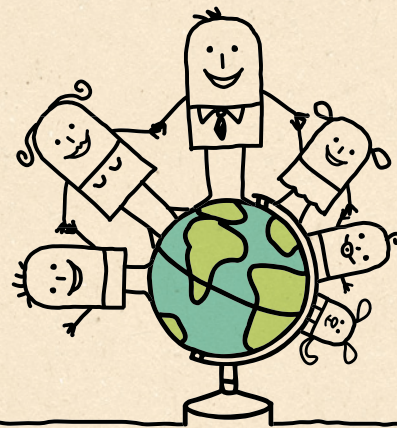
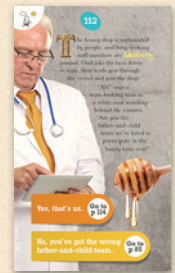
Page 104 (The Top Floor)

Pretend banking forms? Videos labelled “How to Pretend You Work at a Bank”? Even if you WERE to set up a phony bank, you wouldn't leave this stuff lying around, so why did the author include them here? Besides, what kind of shop would sell fake bank stuff? This is a case of stating the obvious, and it's probably just for fun. Obviously, the answer to the mystery is not on this floor. So, where to next?



Page 112 (The Honey Shop)

This seems like a very convenient coincidence – you happen to turn up at the honey tasting, and they happen to be expecting a father/child combo! Coincidences are often used in stories because they keep the action moving along. In this shop, people are rushing around and the white-coated man looks stern. Why is everyone so stressed out?



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

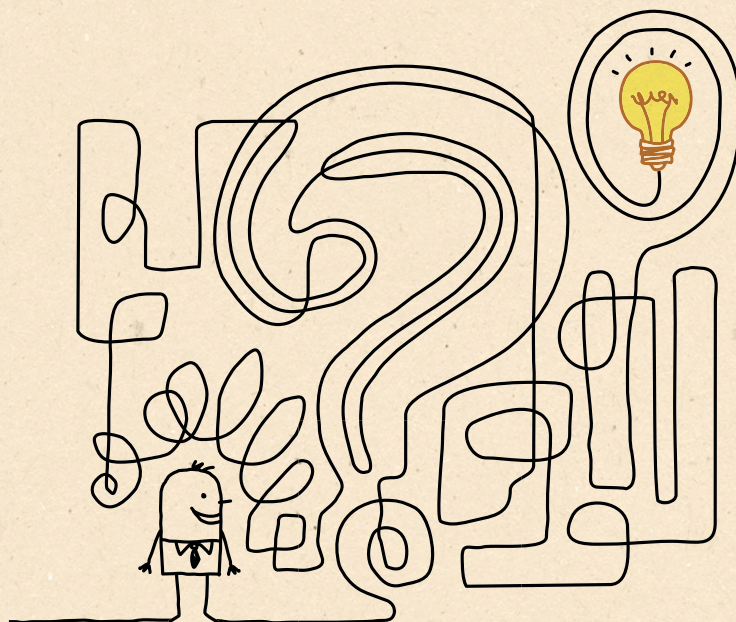
In this adventure, you probably encountered the army of robot monkeys that built all the toys (if you didn't, go back and read it again!). But what would happen if these monkey robots went out of control? What would happen if they went on a rampage, terrorizing the town with the toys they had made? How would you stop them? Use these ideas to write the next chapter in your toyshop 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 *Tweebler versus Ursus* 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 reporter who has just got an exclusive interview with the mysterious Ursus Paddington! What questions will you ask him, and what will his answers be? Write the interview as a question and answer session. Make sure you include all the fascinating facts about Paddington's life and background!
- It's almost Christmas and you've been hired to write a new catalogue for Mudbring's Magical Toyshop!

- What extraordinary toys will you include? Remember to include a description and picture for each toy!
- There has been a huge order for the Rollicker 2000 and Ursus Paddington has asked you to write an owner's manual for it. Each customer needs to know exactly how to look after their new bike, as well as all the details about its strange habits! What are its features? What does it need? What should you NEVER do?



Name _____



Tweeblers versus Ursus

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

3 red things _____

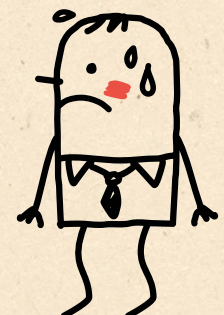
3 different things that the Buildin' Bots made _____

3 different people employed by Ursus Paddington _____

2 EVALUATIVE – At the end of the story, you make a deal with Ursus Paddington and go to work for him with the condition that you won't reveal his true identity. But are you really happy with that? Do you agree with Paddington's business method of trampling all over the small shops in town? Now YOU are part of that organization! Explain why you think it's OK (or not OK) to join his company.

3 EVALUATIVE – When Ursus Paddington goes to the fast-food restaurant, he orders porridge. Why do you think the author chose this particular food for the bear to eat?

4 INFERENCE – Mr Bore seems to be very sweaty indeed. Why is he sweating so much?





Tweebblers versus Ursus

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 18 possible points to collect!

5 similes (e.g. his tongue was hanging out like a hungry giraffe) _____

5 verbs that describe a sound (e.g. wheezing) _____

5 examples of alliteration (e.g. purple pants) _____

3 character names with more than one meaning (e.g. Mrs Brimstone) _____

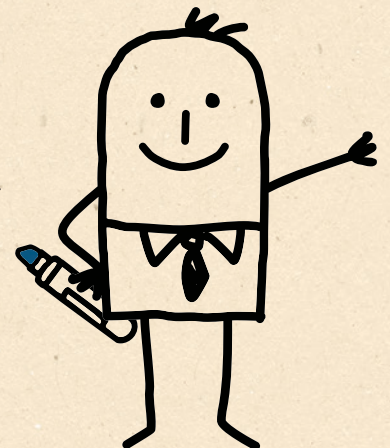
2 EXPRESSING AND DEVELOPING IDEAS: Double Trouble Vocabulary – Many words or phrases in English can mean different things depending on the context. Look at these examples from *Tweebblers versus Ursus*. What does the highlighted word mean? Choose the answer that you think fits best.

Little do you suspect the adventure that is **in store** for you. (in the shop / awaiting)

This spying business is a total **breeze**! (very windy / very easy)

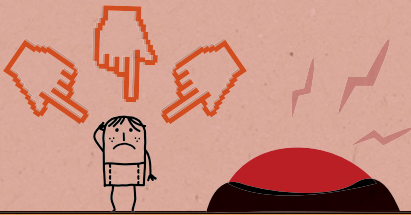
You go down the path, which soon **branches**. (splits / turns into a tree)

3 CREATING LITERATURE: Point of View – Rewrite part of the story from Ursus Paddington's point of view! You are cruising around this town, determined to take over the toyshops and make a million so you can buy heaps of honey! But what about those meddling Tweebblers? How are you going to avoid them? What choices do you make? Write your chapter in the same style, so that the reader is the hero (e.g. YOU drive away quickly in your limo!).

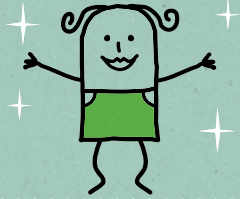


FABULOUS FLIP FUN

Red Buttons - Make a red button like the Rollicker 2000 had, and put up a sign next to it that says DO NOT PUSH. Set it up somewhere, and then watch to see how long it takes until someone pushes the button! Perhaps you could come up with a funny result if they push it!



No Bare Bears! - Ursus is a very well-dressed bear! Do you have a teddy that could be dressed up in some smart duds? Find an old teddy bear and make some clothes for it. Go for something unusual - how about a disco bear, ninja bear, or skateboard bear?



Speed Robots - The Buildin' Bots were very good at making things very quickly - but can you construct something in a race against the clock? Have a competition with a friend to build something in less than two minutes. Use blocks or other construction toys. Ask someone else to judge, and play the game over several rounds to see who is the quickest and best!



Honey Tasting - Bears aren't stupid - they know how yummy honey can be! Get together with some friends and find a few different honeys to try. Do a blind taste-test, and decide which honey is your favourite!

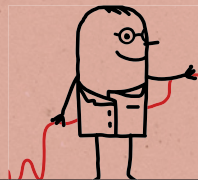


Rollicker 2001 - design the new and improved model! Your bike could have flames, two seats and...what else? Make an advertising poster, and highlight the exciting new features!



Pun Names - Bore, Ring, and Dull (Boring and dull) is a clever name for a bank. There are many other fun pun names. Have you heard of Lydia Dustbin, who lives in a bin? Or Russell, who lives under a pile of leaves? Or Cliff, who has a seagull on his head? Can you find out any more?

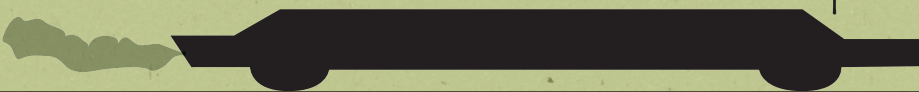
Horse Bike! - Shoot a movie of a friend riding a bike as if it were a Rollicker 2000. Make sure you add lots of horse sound effects, such as clip-clop sounds when it's moving and whinnying and neighing when it stops! Have your actor pat the bike's "nose" and feed it a sugar lump!



Bear Statue - Ursus Paddington pays for the city to erect a bear statue. Making a statue is quite a challenge - try it! Try moulding the shape of a bear from platicine or playdough. You can make it any size and any pose you like, just try to make it look as much like a bear as you can!



Teddy Limo Blueprint - You are the owner of a limo-building company and you've just had an order from Ursus Paddington for a brand new limo! Design the blueprint for this cool vehicle. What special features will it have for its unusual owner? Remember to label your design clearly.



Bears Everywhere - Different bears are found all around the world, and many of them are endangered. Research all the different kinds of bears. Paste small pictures of them onto a map of the world to show where they are found. Which is your favourite?



Drama at Falling Down High

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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 battles the will of a mysterious supercomputer whilst raising the money to save their beloved school! The story relates a series of adventures in which our hero/heroine must survive a series of complications and arrive at the ideal resolution (saving the day!), depending on the choices they make.

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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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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 Situation)**

Morningdown High is called Falling Down High by the kids and teachers. This is a nickname. Do you know any nicknames for places or buildings where you live?



**Pages 48–51
(The Lionel James Plot)**

The painter of the valuable painting was Alfredo Fremissimo, which is an Italian name. Why do you think the great artist in this story has an Italian name?



**Pages 8–9
(The Forger)**

You call him Fil the Forger, Alexa calls him Phil the Phorger, and Ms Belle calls him Phil the Forger! What's the joke here?



**Pages 52–54
(The Voice)**

Marlene's "mechanical voice" echoes out over the stage. What does a mechanical voice sound like?



Page 38 (The Script)

There are many examples of physical description and body language used here to show how you are feeling about your amazing script. What are they?



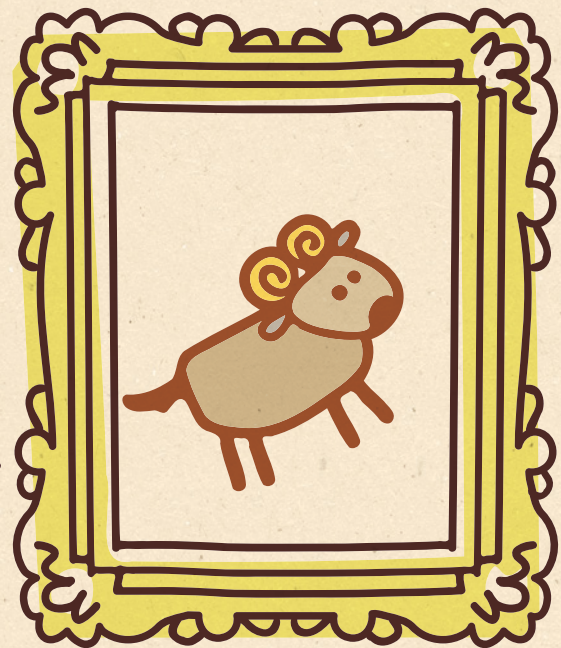
Page 55 (The Tree Painting)

Danielle "objects." This is an example of a heteronym – a word that can mean two different things and is pronounced two different ways, but is spelled the same. Here she *objects* (she says no). Another word for a thing is an *object*. Can you think of another heteronym?



Pages 46–47 (The Tigers)

Mr Moran is a scared, shy teacher who hides in the basement painting pictures of strong, fearless tigers! This is an interesting contrast. Why do you think he likes painting tigers?



**Pages 64–65
(The Cheque)**

There are lots of different ways of representing the sounds that people make. On this page, Mr Smidge “moans,” the woman “says,” you “gasp,” and so on. Can you find other examples in this book?



**Pages 66–67
(The Supercomputer)**

Miss Parker is very enthusiastic about your idea – she “beams” and is in “full flight.” As she is not really giving off light or flying, these must be metaphors – so what do they mean?



**Pages 84–85
(The Principal)**

Mr Smidge is introduced on these pages. Based on his grin, his monkey-breeding programme, and his convenient bloodhounds, what do you think of this character?



**Pages 90–91
(The Chickens)**

Mr Smidge has renamed his class Egg-Collecting Unit 5! What does this tell us about his obsession with making money?



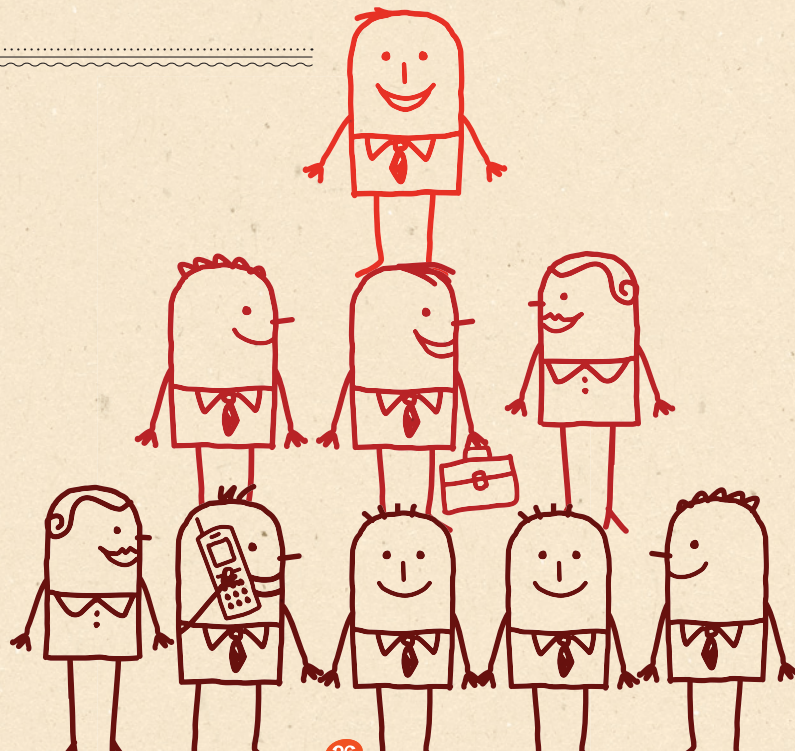
**Pages 94–95
(The Monkeys)**

Strictly speaking, a “professional” is simply someone who gets paid to do a job (as opposed to an amateur, who doesn’t). But here, the monkeys show “cool professionalism” – what does this phrase mean?



**Page 106–107
(The TTTA)**

The “Terrific Temporary Teachers Agency” is a name that uses alliteration (lots of *t* sounds). Can you come up with another name for this old, broken-down school that also uses alliteration?



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.

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Independent Writing

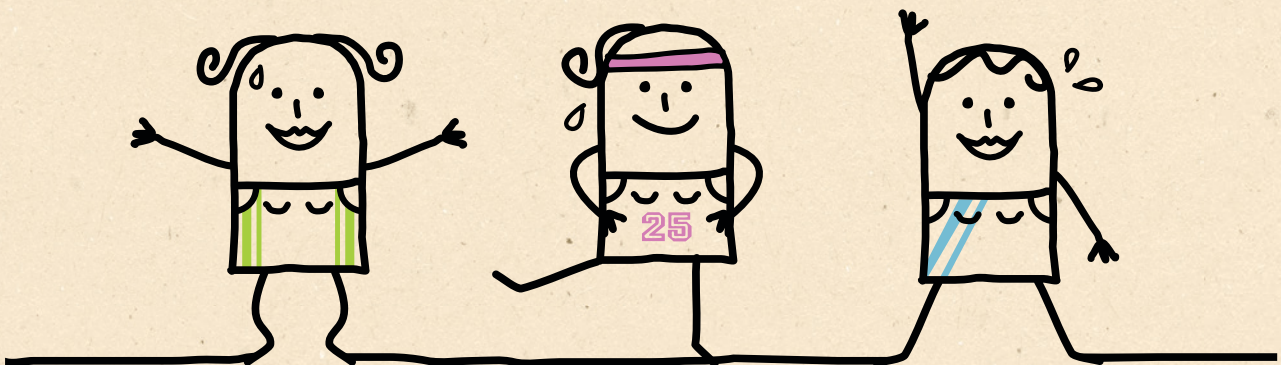
In this adventure, the ideal resolution involves saving your flooded school and getting out of Falling Down High by raising the money you need. So, what is your fantastic new school going to be like? Think about the ideal school of the future with all the latest technology – imagine you had millions to spend. What would it be like moving into a school like that? 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 *Drama at Falling Down High* 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

- At one point in the story, dozens of supermarket trolleys full of props roll down the hill out of control! What chaos would they have caused if they had crashed? Write a police report describing the scene!
- Schools often have a brochure (sometimes called a prospectus) that advertises the school to parents

- who may want to send their children there. Write a joke prospectus for Falling Down High advertising the amazing features (the chickens, the monkeys, etc.).
- Try writing a script of your own! Take a scene from the book, and write it as a script with dialogue for the actors. Get some friends and act it out!



Name _____



Drama at Falling Down High

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

3 different kinds of technology _____

5 different animals _____

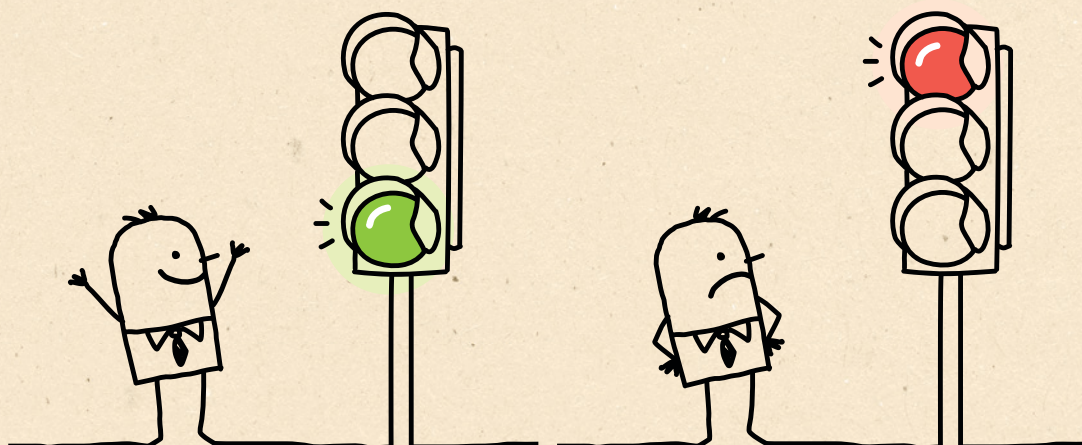
3 names of teachers _____

5 different paintings _____

2 EVALUATIVE – Is this story realistic? In other words, do you think this could actually happen in real life? Or is it exaggerated? Think about the events of the story carefully and explain your thinking.

3 EVALUATIVE – Mr Smidge is an interesting character. Do you think he is a good principal? What are his good or bad qualities? Think about the things he does in the story. Explain your thinking.

4 INFERENCE – On page 9, you ask how much the painting is worth and Ms Belle says, “Not much, I’m afraid. It’ll only get you about two million dollars.” It’s a strange thing to say – why does she say it?



Drama at Falling Down High

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 17 possible points to collect!

8 contextual words – words that you'd find in a story about drama (e.g. theatre)

1 hyperbole – an exaggeration (e.g. everything here is a billion times better!)

5 onomatopoeia words – sound-effect words (e.g. buzz)

3 words of 12 letters or more

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 *Drama at Falling Down High*. What does the highlighted word or phrase mean? Choose the answer that you think fits best.

The ivy isn't easy to **negotiate**. (talk to / navigate through)

You **catch your breath**. (have a rest / get excited)

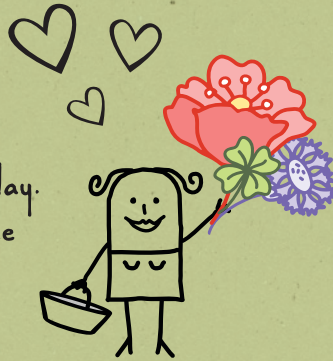
It was a **flash** prize. (a quick prize / an impressive prize)

3 CREATING LITERATURE: Point of View – Rewrite part of the story from Mr Smidge's point of view. You are a happy, successful principal when suddenly your school is washed away, you land in an old dump of a school, and then you somehow have to raise a lot of money! 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 jump onto the lion's back and ride it to safety!").



FABULOUS FLIP FUN

Romeo & Juliet - Shakespeare wrote the balcony scene in *Romeo and Juliet* hundreds of years ago, but it is so famous that people still perform it today. Find a copy of it and learn some of the lines. Then, try performing it!

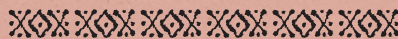


Terrible Tigers - Mr Moran is fascinated by painting tigers - why don't you have a go yourself? You might even be able to find or download a "paint-by-numbers" sheet to make it even easier for you! //

Set Painting - Theatre sets are made up of huge paintings that the actors stand in front of. Get an enormous freezer box or a huge piece of paper and paint some scenery on it. You could stand in front of it and do some acting - maybe even video yourself!



Computer Voice - There are many apps that you can download and use to record your voice and change how you sound. Instantly, you can have a high voice, or a low voice, or even a robot voice! Play around with one and see how you sound!



Hairy Hypnotism - Marlene is hypnotized by Lionel J using some strange "optical illusions" on the old TV. Have you ever seen optical illusions? They are designed to fool your eye into seeing something differently. Search out some online and see what you think - but don't get hypnotized!



April Fool - Phil the Forger does an April Fool, but what is an April Fool? Ask some people about April Fools' jokes they've heard about. Perhaps even plan one yourself...but make sure everyone will find it funny!



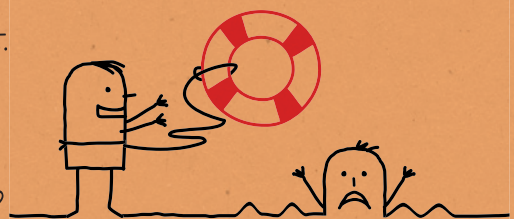
Make a Will - people make a "will" (a set of instructions about who gets your stuff when you're gone) in case they are swept away by a freak tornado or hit by an out-of-control bus. Who would you leave your stuff to if you were squashed by a meteorite tomorrow?



Marvellous Monkeys - There are dozens of kinds of monkeys and apes in the world. Investigate what makes them different! Make a "spotter's guide" that shows the differences, or create a slideshow with pictures and audio of what they sound like.



Sinking Bulldozer - The bulldozer sinks into the ground because the ground cannot support its weight. Do a similar experiment. Fill a container with dirt or sand. Get a small, heavy object and put it on top of the dirt/sand. Remove it and then mix in a cup of water. Does the object sink? Try it again with more water. How much water can you add before the object sinks?





Super-You and the Hair Gel from Outer Space

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 a normal kid who loves superheroes and suddenly gets the chance to be one! 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 arch-villain and saving the world!), 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 three 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 Gloved Beak)**

These pages are all about foreshadowing – “you’d make an amazing superhero if you had the opportunity.” Well, guess what’s going to happen next? Also, the less-popular superheroes mentioned are particularly ridiculous – Hedgehog Woman? Captain Rhubarb? Can you think of your own ridiculous superheroes?



**Pages 18/25/72
(The Power Remains!)**

It looks like you still have your superpower after all! Superhero stories often end like this – it’s not a cliffhanger because the complication has been resolved, but it does leave the story open to continue on into a new chapter! What will you do with your powers now?



Page 19 (The Deadly Hair Gel)

Clearly, this is not a serious story! Death by hair gel? Early science fiction movies often had big-haired villains using hyperbole such as “fiend,” “villainy,” and “Who dares defy me?” The language is overly dramatic, but it’s also great fun!



Pages 21-23 (The Intergalactic Police)

This page contains the exposition – the background to the plot, which drives the story. Also, why does the police alien call you “little human” when she is smaller than you are?



Page 41 (The Choice)

Unlike a normal novel, this page defines how the story will go from here – your choice of superpower will have a huge effect on what happens next! You have the choice of strength, flight, or alien warrior power...can you think of any other alternatives that you’d prefer instead?



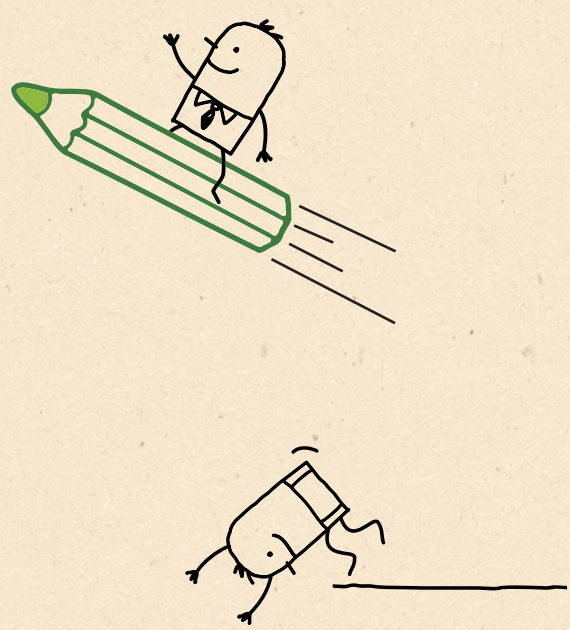
Page 55 (The Human Biplane)

Garriastus gets you down off the ceiling with a “laser lasso,” a nice piece of alliteration. There are a couple of other examples on this page – can you spot them?



Pages 62-63 (The Threat)

The real city of New York was named after the old city of York in northern Britain. What do you think the origin of New Fork was? How do you think New Fork was named?



**Pages 73–75
(The Evil Overlord)**

Zarobongio goes for the usual bombastic titles of an evil genius – “I am Zarobongio the Supreme, Overlord of the Galactic Abyss, Enslaver of the Puny, and Pulverizer of the Weak.” What does this tell you about his character?



**Pages 108–109
(The Defeated Villain)**

You have defeated Zarobongio! Your family and friends give you enormous hugs – although this could be a bit dangerous! At this point, you still have your superpowers...depending on what power you chose, what’s the danger here?



Page 79 (The Fall)

These early pages set you up as a fairly rubbish superhero-wannabe. But this prepares the story-arc nicely...you can go from a nobody with a face full of mud to a triumphant, world-saving superhero (hopefully)!



Page 115 (The Door)

You don’t really have a choice of how to get through the door – you chose your superpower, and you have to stick with it. Of course, if you could change your mind at this point, perhaps you’d go for super strength to get through the door! You could cheat, of course, but wouldn’t that ruin the story?



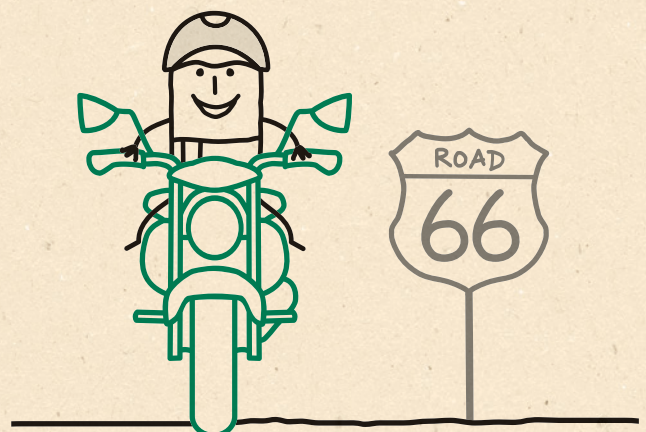
Page 89 (The Doctor)

Superhero names are sometimes confusing, and this is an example. You’re not a doctor, but Garriastus insists that you should be called Dr Muscle! Why? Can you think of any other “Doctor” characters in science fiction that aren’t actually medical doctors? Why do they have that title?



**Pages 102–103
(The Turbo Termite)**

In this twist, it turns out that you are a very small fearsome alien warrior! Garriastus says “I said the machine might be on the blink but, er, don’t worry...” What do you think she intended would happen to you before the machine broke?



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 resolution involves you keeping your superpowers after all! Why would the Intergalactic Justice Alliance allow you to do this? Do they plan on using you again on another mission? Perhaps another evil villain will land on Earth with a nefarious scheme, and only YOU can stop them! Use these ideas as the starting point for the next chapter in your superhero adventures. 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 *Super-You and the Hair Gel from Outer Space* 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 Vocabulary Bank of overblown words that are used in stories like this – then make up a villainous name for yourself (e.g. The Master of Doom!), and write a speech to deliver to the puny Earthlings when you land your flying saucer on their soon-to-be-conquered planet!
- Write the adventures of Captain Rhubarb or Hedgehog Woman – you could even draw pictures to go with your story and turn it into a graphic novel!
- Make a magazine advertisement for the Hair Gel of Death. Remember to tell consumers why YOUR hairgel is the best on the market (“Holds your style for hours! Lethal at 20 paces!”) – and about its other deadly benefits!



Name _____



Super-You and the Hair Gel from Outer Space

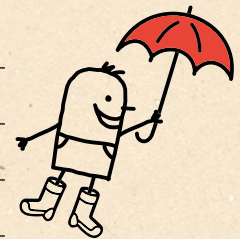
1 LITERAL – How much of the story can you remember? List examples of each of these from your adventure.

5 different vehicles _____

4 different names of superheroes _____

5 different colours _____

2 EVALUATIVE – Trying to live a normal life with a superpower might be quite difficult. If you were super strong or could fly, you might accidentally cause all kinds of trouble. What difficulties might you have during a normal day at school, for example? Explain your answers.



3 EVALUATIVE – At the end of the story, Garriastus promises that Zarobongio will “get what’s coming to him.” What do you think would be a suitable punishment for someone who spends his life oppressing entire planets so that he has enough hair gel?

4 INFERENCE – Hedgehog Woman is a lesser-known superhero – what do you think her superpower is?

Super-You and the Hair Gel from Outer Space

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 17 possible points to collect!

5 words or phrases that describe the villain or his schemes (e.g. crazed)

2 similes (e.g. toppling like skittles) _____

5 synonyms for *big* (e.g. enormous) _____

5 ways of speaking (e.g. yell) _____

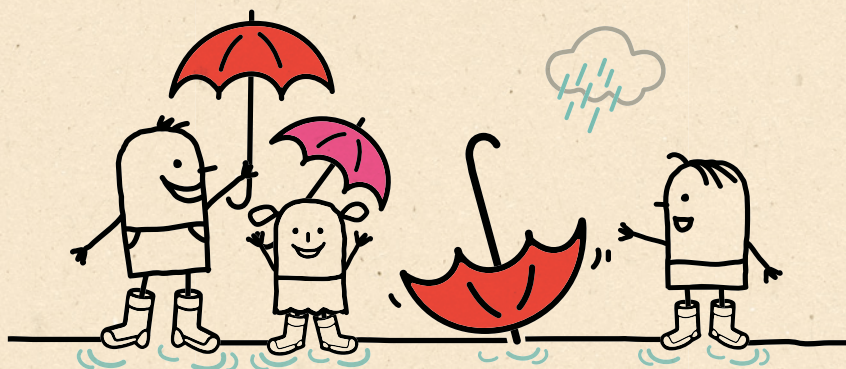
2 EXPRESSING AND DEVELOPING IDEAS: Double Trouble Vocabulary – Many words or phrases in English can mean different things depending on the context. Look at these examples from *Super-You and the Hair Gel from Outer Space*. What does the highlighted word mean? Choose the answer that you think fits best.

The guard has **a staff** slung over his shoulder. (a teacher / a long pole)

You **march** into the Command Centre. (walk purposefully / walk like a soldier)

You swoop over the **deserted** town. (sandy / empty)

3 CREATING LITERATURE: Point of View – Rewrite part of the story from Zarobongio's point of view! You have the coolest hair in the galaxy, but you require hair gel by the tonne! Why don't these stupid Earthlings understand? And what's with that crazy superhero? What choices do you make? Write your chapter in the same style, so that the reader is the hero (e.g. "YOU add yet more gel to your towering hairstyle!").



FABULOUS FLIP FUN

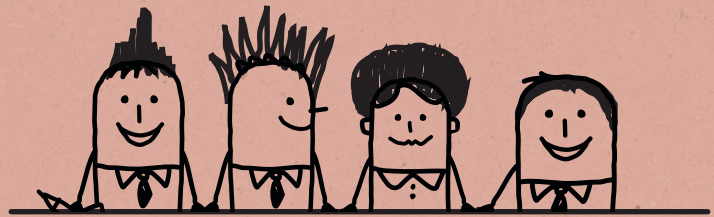
Supersuits - Whatever power you choose in this story, you get a cool suit...but what does it look like? Design a superhero costume! Sketch it out on paper or make up a miniature suit out of material.



Dr Muscle Movie - Imagine being able to bend steel bars with your super muscles! Get the inside of a paper-towel roll and cover it in tin foil. Then, stuff some socks up the arms of your shirt to make big muscles and film yourself heroically bending the "steel bar." Add some creaking sound effects to make it dramatic!

Flying High! - It would be great to fly, wouldn't it? Bounce on a trampoline and practise holding a pose at the top of each bounce. Grab a friend with a camera, and get them to take the picture just as you hover at the top for a fraction of a second. Do you look like you're flying?

Crazy Hair - Get some hair gel and a mirror, and make your hair as mad and as extreme as you can! Practise cocking one eyebrow to look as evil as possible, and take a selfie in a villainous pose!

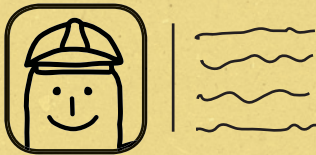


Super Insects - The termites seemed to have superpowers, but in the real world, a lot of insects really DO have amazing abilities! Use the Internet to research extraordinary insects, such as the ones that can lift objects thousands of times their own weight or those that can jump the equivalent of a skyscraper!



Intergalactic Justice Alliance

Join the IJA! Make yourself an identity card with your ID number, rank, home planet, etc. Design a logo for the IJA. Now, when Earth is in peril, you can flash your card and take over operations!



Mind Control - What if you had defeated Zorobongio using mind control? Make it look like you're controlling your friend's mind. Sit opposite them and get them to try to match every move you make at exactly the same time. Practise until you are completely in sync. Ask someone else to guess who's controlling whom!

Rubber Power - Dr Muscle can easily take the top off the ketchup bottle - but can you, puny human? One trick to try is to tie a rubber band around the cap. The extra grip provided by the rubber usually helps anyone open a really sticky cap. Try it and impress your mum!

Bottle Tornado - What if you had flown around Zorobongio until you defeated him with a tornado of terror? You can make your own tornado by filling a pop bottle with coloured water. Carefully drill a hole in the cap, then screw it on. Swirl the water around and then flip the bottle upside down. Watch as a bubble tornado appears in the bottle as it empties!

LEGO® Tableau - create scenes from the book by making the sets and characters out of LEGO® bricks. Squeeze a bit of gel onto one of their heads to turn them into Zorobongio. Take pictures and make a photo story!



The Dungeons of Castle Crag

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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 finds themselves lost in a spooky Scottish castle! The story relates a series of adventures in which our hero/heroine must survive a series of complications, and arrive at one of a number of possible 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 possible "routes" through the book. There are also 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, 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 Castle)

The castle tour sounds like it's going to be really boring! Have you ever been to any really boring places that you thought would be exciting before you got there?



Pages 7–8 (The Backpack)

The note says your life is in danger – what do you think is going on? It says the “hairs on the back of your neck rise,” a metaphor meaning you can sense danger. Where do you think this metaphor comes from? (Clue – meow!)



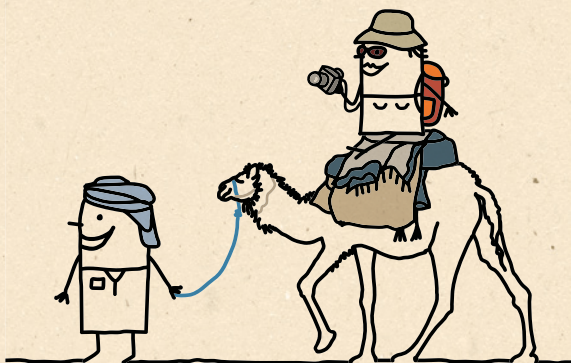
Pages 9–10 (The Cobwebs)

CRASH! CLANG! BANG! These are all examples of onomatopoeia, or sound-effects words. Can you find any other examples in the book? On page 9, it says you “steel yourself.” What does this mean?



Page 20 (The Knight)

“A marauding, menacing, medieval one” is an example of alliteration – all the words start with the same sound. Can you see another example on this page?



Pages 24–25 (The Morse Code)

Think about your prior knowledge of Morse code. How does it work, and what is/was it used for? Why don't we use it anymore?



Pages 33–34 (The Lavender)

Lavender was used to help clothes smell nice. Explain why we don't need to use lavender these days.



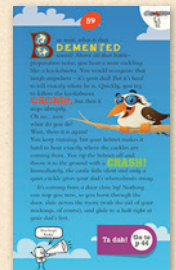
Pages 54–55 (The Kitchen)

Do you know what a “cauldron” is? It is a large metal pot for hanging over an open fire. This is an example of an old word that isn't used very often anymore (sometimes called an archaic word). Can you think of any other archaic words from medieval times?



Page 59 (The Cackle)

You hear someone “cackling like a kookaburra.” This phrase uses two kinds of figurative language at once. What are they? (Hint: one starts with a, and the other starts with s.)



Pages 60–61 (The Garderobe)

A pun is a kind of joke where words have a double meaning. The use of the word “downfalls” here is a pun. What are the two meanings?



**Pages 63–64
(The Crocodiles)**

Crocodiles in a Scottish castle moat?! This is very unusual! Can you brainstorm five reasons why you normally wouldn't find crocodiles in moats?



**Pages 76–77
(The Bats)**

A chain reaction is when one event leads to another which then leads on to another – and usually, it's all bad! Can you think of a time when something bad happened and it led to something else bad happening?



Pages 84–85 (The Cannonballs)

You are being attacked by cannonballs! You are not just lost, you are in serious trouble! Who do you think is attacking you? Predict what you think is going on here.



Page 93 (The Rats)

That's a lot of rats! Or is it? Calculate how many rats there are coming towards you. (Clue – 200 pairs of feet equals how many rats?)



Page 94 (The Barbican)

Your eyes slowly adjust to the dark. Can you think of an experience of your own where your eyes have slowly allowed you to see more and more?



Page 97 (Safety?)

You've escaped! Well done! What would YOU do next? Your dad is still in the castle, but you are safe. What would you do and why?



Pages 105–106 (The Escape Plans)

There are two escape plans taken from history here. The bedsheet plan is taken from World War II. Where have you heard the smoke signals plan before?



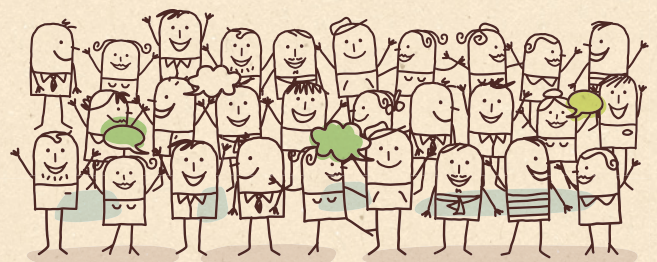
Pages 110–111 (The Armoury)

There's quite a lot of equipment in here. In the story, there are two options – the key or the bow and arrow message. But what else could you do, using the gear that is mentioned? Invent a cunning plan for using some of the other equipment in here. (Hint – without using it for fighting!)



**Pages 116–117
(The End)**

This guy is talking about "lifelines" and "time penalties" as if this was some kind of game! But it couldn't have been. Could it? Discuss why YOU think it *was* just a game, or why it definitely *wasn't*. What are your reasons?



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.

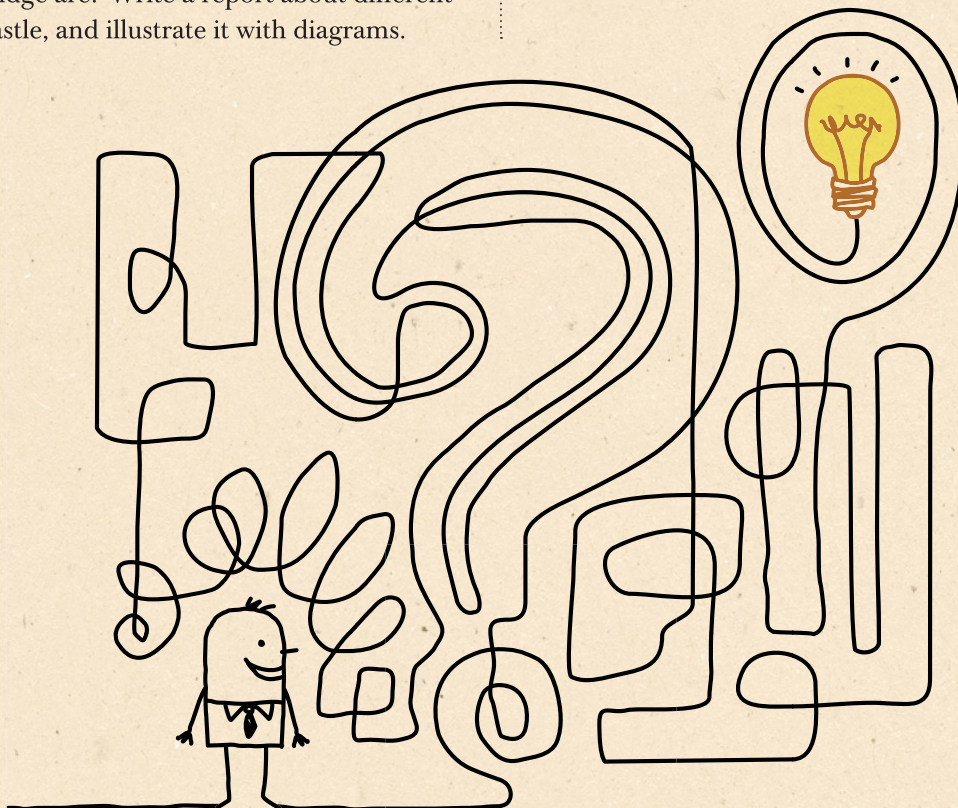
Independent Writing

Resolutions include making it out in one piece but without Dad, finding out it was all a roleplay, and surviving but being confused by the jester! Use the first of these as the starting point for the next chapter in your castle adventure. How will you rescue Dad? 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 Dungeons of Castle Crag* 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

- Do you feel sorry for all those other poor children who are going to have to survive Castle Crag? Then, write a Secret Survival Guide – give them some advice about where to go and what to do (or NOT do!).
- What did you learn about how castles were built and defended? Do you know what a barbican, portcullis, and drawbridge are? Write a report about different parts of a castle, and illustrate it with diagrams.
- Would you recommend the Castle Crag Interactive Castle Experience to others? Write a review and publish it on an online blog. How would you rate the different parts of the game, and do you think tourists should try it for themselves?



Name _____



The Dungeons of Castle Crag

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

A creature you met _____

A part of the castle that you ONLY find in castles _____

Something that smelled nice _____

Something that made a sound _____

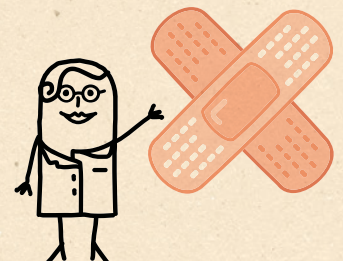
Something that smelled bad _____

2 EVALUATIVE – On your adventure through the castle, you are not told it's just a game – do you think that was a good decision by your dad, or do you wish you'd known all along? Explain your answer.



3 EVALUATIVE – Think about the decisions your character makes in this story. Do you think they were brave or scared? Heroic or wimpy? Clever or foolish? Describe your character, and give examples of how you behaved that support your opinion.

4 INFERENCE – There are various “dangers” you meet that can't have been real (for example, they couldn't REALLY have live crocodiles in the moat!). So, how did the organizers of the game do it? Pick one danger that you met and describe how they could have made it seem real while keeping it safe for the players of the game.



The Dungeons of Castle Crag

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 a castle (e.g. portcullis)

1 example of hyperbole _____

10 onomatopoeia words _____

3 metaphors or similes _____

2 EXPRESSING AND DEVELOPING IDEAS: Vocabulary Grab – Some of the highlighted vocabulary you will have seen before, but some may be new to you (e.g. “lily-livered”). Find five words or phrases that are new to you or that you don't often use. Make sure you clarify exactly what they mean. Then, either...

a. use the Internet to find out where these strange phrases come from and write an explanation, or

b. write a paragraph that includes all five phrases. Use colouring pens to highlight your new words and make them look cool, as in the book.

To get your revenge on your dad, you convince the jester to kidnap him and put him through the castle, too! What happens to him?



3 CREATING LITERATURE: Next Adventure – Think about another tourist attraction that might have an interactive experience in the same way as Castle Crag. Lost in an Egyptian pyramid? An ancient goldmine? A jungle safari? Write your chapter in the same style, so that the reader is the hero (e.g. “YOU jump onto the lion's back and ride it to safety!”).

FABULOUS FLIP FUN

Castle Crag - The Movie! - Make a stop-motion movie of part of the story. Use a stop-motion app on your tablet or phone. Take a series of pictures of your "knight" or "hero" as they take on the perils of the castle!



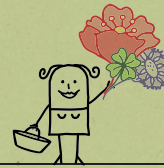
Guess the Scene - Find some other people who have read the book. Act out a page, using ONLY the highlighted words and appropriate actions. Can your audience work out where exactly you are in the story?

Colditz Rope -

During World War II, soldiers tried to escape from Colditz Castle by tying strips of bedsheets together. Find an old bit of material, cut it into strips, and tie them together to make a rope. How strong is it? Can you play tug-of-war without breaking it?



Lovely Lavender - You can make your own castle air-freshener by using lavender and other nice-smelling herbs or flowers. Hang them in a cupboard or dry them in a bowl. Change regularly for a lovely scent!



Morse Mayhem - Download a guide to Morse Code, and see if you can dot/dash out a message for a friend. If they reply, see if you can decipher it!



Tilting - Tilting (or jousting) was a sport that involved riding at your enemy with a long pole (called a lance) and trying to hit him! Knights would practise by trying to hit a target hanging from a bit of rope. Hang up a cardboard circle the size of a dinner plate and run at it with a broom - can you hit it? If it's easy, run faster or make the target smaller.

Cardboard Crag - Make a diorama of the castle out of a box. Add in the different bits of the castle, and include the drawbridge, portcullis, garderobe, etc. Add toy figures if you have them!

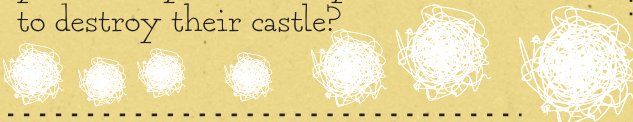
Cobweb Dare - Scared of spider webs? Cut a hole in a shoe box that is big enough to stick your hand in. Put something icky inside (jelly, a warm heat pad, etc.) and spray the box with canned spider-web spray. Dare your friends to put their hand inside the box!



The Ballad of Castle Crag - Jesters used to write funny songs about people to entertain the owners of the castle. Write some verses about your mad adventures in the book, and learn one chord on a guitar that you can strum while you perform them!



Matchbox Catapult - Find a friend and stack up some empty matchboxes to make a "castle" each. Catapult some scrunched up paper "rocks" at the castle by picking them up with your thumbs and launching them at your enemy. How many rocks does it take to destroy their castle?



Arise, Sir Bob! - Imagine you are a knight or lady of the castle. You need your own coat-of-arms! Design a shield to represent your castle. What colour will it be? What pictures will it have on it? Make it out of paper and cardboard and hang it on the wall!

