

# LEGENDS

(in their own lunchbox)

## Teacher Support



## Contents

## Set 3

About the <i>Legends (in their own lunchbox)</i> series .....	2	<i>Chaz at the Aquarium</i> .....	16
How to use this teacher support .....	3	<i>Kim's Film Flops</i> .....	18
Features of the books .....	4	Set 3 titles at reading levels 30–30+	
Literacy skills checklist .....	5	<i>Kim Faces her Fears</i> .....	20
Set 3 titles at reading levels 27–29		<i>Noob and the Library Ghost</i> .....	22
<i>Lucy and the Pop Princess</i> .....	6	<i>Riley and the Super Plan</i> .....	24
<i>Stella and the Flash Mob</i> .....	9	<i>Chaz and the Hotdogs</i> .....	26
<i>Noob's Secret Weapon</i> .....	12	<i>Lucy to the Rescue</i> .....	29
<i>Riley Saves the Day</i> .....	14	<i>Stella's House of Horrors</i> .....	31

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*Legends (in their own lunchbox) set 3: Teacher Support*

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# About the Legends (in their own lunchbox) series

*Legends (in their own lunchbox)* is a series of 36 humorous, fictional chapter books for lower- to middle-primary school students. The series is published in three sets, with twelve books in each set. Reading levels are aligned with Reading Recovery criteria and range from levels 15 to 30+, with the levels increasing in each set (the levels for each set 3 title can be found on page 5 of this teacher support). These narratives have been written for students reading at or above their expected level and who are building their reading endurance. However, each story can stand alone, and the books can be read in any order. The books are suitable for use as supplementary literacy resources as well as for recreational reading.

## Legends (in their own lunchbox) set information

	Number of titles	Reading level	Page extent	Word count (approx.)
Set 1	12	15–22	48 pages	1300–1700
Set 2	12	21–26	56 pages	1700–2200
Set 3	12	27–30+	60 pages	2600–3200

## About the Legends

The Legends are larger-than-life kids—wannabes and dreamers whose big plans often come unstuck or end in disaster. They are all around 9 years old, and are highly likeable—anti-heroes rather than superheroes, grounded in reality. These are stories about real kids, written for real kids, a bit wacky and exaggerated, but highly identifiable. They truly are legends in their own lunchbox!

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



Kim



Riley



Noob



Chaz



Stella



Lucy

# How to use this teacher support

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

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

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

## Noob and the Library Ghost

Level: 50

**Story overview**  
The old, abandoned school library is haunted by the ghost of Miss Winter, the school's first librarian. Liam Lawson dares Noob to investigate. Just before midnight, Noob heads off through the Forbidden Forest, scared, but determined to prove his superhero status. Worthy of his title, Noob ends up saving Liam—and also solving the mystery of the library ghost.

**Character overview**  
**Noob:**

- is determined to prove that he really is a superhero
- eats ghosts for breakfast!

**Liam Lawson:**

- is the school principal's son, and Noob's archenemy.

**Miss Chowder:**

- is the school librarian
- is writing a book about the school's first librarian, Miss Winter.

**Talking points**  
**Chapter 1: The Dare**  
p. 15: Why do you think midnight is the 'superhero-est' time Noob can think of?  
p. 18: Why does Mrs Lawson pull her cardigan around her?  
p. 19: Who or what is a 'paranormal enthusiast'?

**Chapter 2: Stakeout**  
p. 22: What would you do—go back to sleep or go to the library?  
p. 26: What is adrenalin and how does it work?

**Chapter 3: Boo!**  
p. 34: What is 'the claw' of a leafless tree?

**Chapter 4: Help!**  
p. 43: In your own words, explain why Miss Chowder is in the library.

**Chapter 5: Hero**  
p. 44: Why didn't Noob or Liam tell their parents about what they saw?  
p. 45: What does it mean when someone winks and taps the side of their nose?  
p. 49: Does Noob finally put Liam in his place?

**Activities**  
**Expression:** Have students read page 7 aloud. Ask them to experiment with expression to help create a spooky atmosphere.  
**Narrative:** Have students read the section of Miss Chowder's ghost story again, then ask them to have a go at writing their own ghost story.  
**Story map:** Ask students to pinpoint important stages in the text. Have them create an illustrated story map showing the stages in the correct order.  
**Creativity:** Provide boxes and craft materials and encourage students to make a diorama of the haunted library.  
**Character study:** Have students think about all the elements that make up Noob's character. If students have read other books in the series they can use that information too, although this is not essential. Have students complete the **worksheet on page 23** of this teacher support.

22

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

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


### All about Noob

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Re-read *Noob and the Library Ghost* to find out all you can about Noob. You might also want to refer to other books you have read about him. Write or draw your responses in the spaces provided.

appearance

likes



dislikes

friends

hobbies

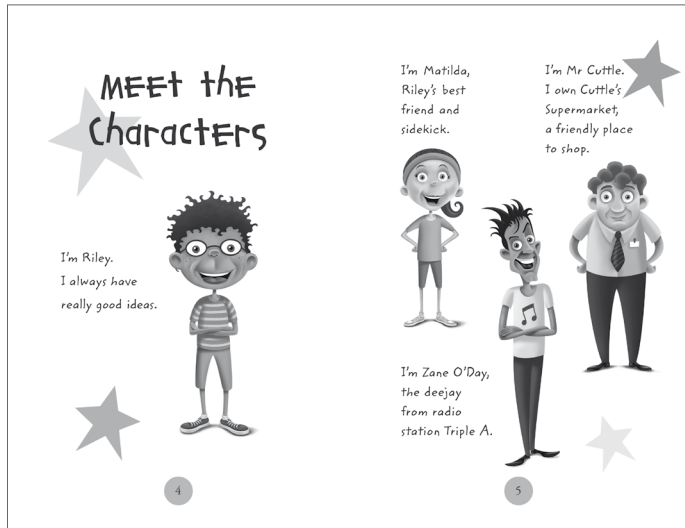
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23

# Features of the books

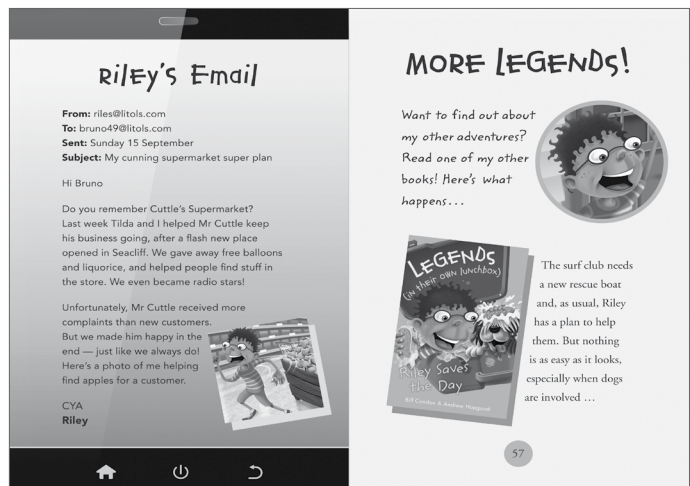
The books in set 3 of *Legends (in their own lunchbox)* are divided into four, five or six chapters with full-colour illustrations appearing throughout.

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

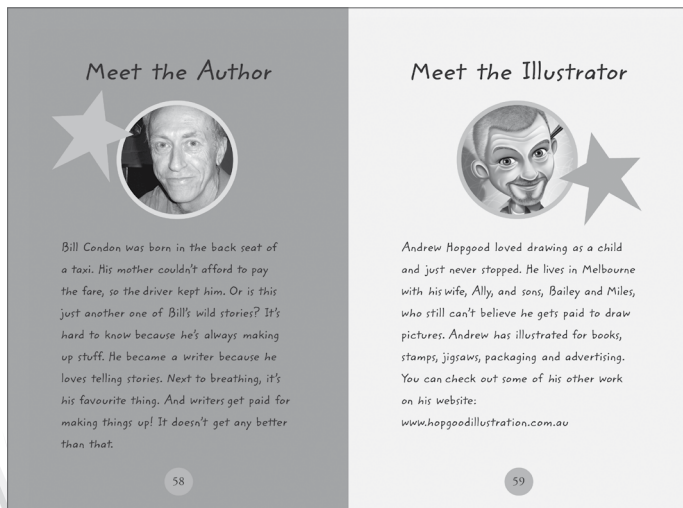


Each of the titles begins with an illustrated 'Meet the Characters' page, which provides readers with a snippet of information about the characters in the book.

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



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



## Book structure

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

Inside front cover	Meet the <i>Legends</i> characters
Page 1	Title page
Page 2	Imprint page
Page 3	Contents page
Pages 4–5	Meet the Characters
Page 6	Blank (or text type feature)
Page 7	Story begins
Page 56	Email recount
Page 57	More Legends!
Page 58	Meet the Author
Page 59	Meet the Illustrator
Page 60	Information about all the books in the series



## Literacy skills checklist

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

Book title	Reading level	Literacy skills focus of activities
<i>Lucy and the Pop Princess</i>	27	Questions, Venn diagram, role play, diary, recount
<i>Stella and the Flash Mob</i>	27	Letter writing, dance, character study, glossary, role play
<i>Noob's Secret Weapon</i>	28	Brainstorming, languages, role play, advertisement, narrative, reports
<i>Riley Saves the Day</i>	28	Newspaper article, brainstorming, adjectives, maths, role play
<i>Chaz at the Aquarium</i>	29	Rules, recount, brochure, narrative, brainstorming, map
<i>Kim's Film Flops</i>	29	Procedure, questions, instructions, homonyms, speech, role play
<i>Kim Faces her Fears</i>	30	Chinese whispers, syllables, alliteration, same and different, profile
<i>Noob and the Library Ghost</i>	30	Expression, narrative, story map, creativity, character study
<i>Riley and the Super Plan</i>	30	Compound words, metaphors, mapping, role play
<i>Chaz and the Hotdogs</i>	30+	Quiz, rules, description, role play, homophones, persuasive text
<i>Lucy to the Rescue</i>	30+	Brainstorming, similes, newspaper article, telephone conversation, comprehension
<i>Stella's House of Horrors</i>	30+	Brainstorming, persuasive text, creativity, speaking verbs, soundtrack, creativity, pros and cons

# Lucy and the Pop Princess

Level:

27

## Story overview

Lucy's school is hosting a charity concert by pop star Ming Ming. While Lucy is sticking up posters promoting the concert, she is mistaken for the star and bundled into a limousine. Neither Ming Ming's personal assistant nor her manager realise that they have the wrong girl. Lucy bumps into the real Ming Ming and agrees to take her place for a few days. At first Lucy loves being famous, but she soon realises that it's not as much fun as she thought.

## Character overview

### Lucy:

- is an as-yet undiscovered singer
- has no royal blood.

### Ming Ming:

- is known as Princess of Pop
- is the hottest pop star on the planet.

## Talking points

### Chapter 1: Mistaken Identity

p. 13: Given the name of the chapter, what do you think has happened to Lucy?

p. 16: Sergio thinks Ming Ming (Lucy) is pretending to have amnesia—what does this mean?

### Chapter 2: Mirror, Mirror

p. 24: What would you choose from the room service menu?

### Chapter 3: Swap

p. 28: Lucy can't understand how Ming Ming could be tired of being famous. Can you think of any reasons?

p. 30: What is 'limo' short for?

### Chapter 4: Famous!

p. 38: How did Lucy feel about being famous at the start of this chapter? How does she feel at the end?

### Chapter 5: Pop Stars Can Do Anything

p. 43: Lucy asks, 'How hard can it be?' On a scale of 1 to 10, how hard do you think it would be for Lucy? How hard would it be for you?

### Chapter 6: Foiled Again

p. 44: What is another word for 'foiled'?

p. 48: Do you think Principal Newberry and Miss Brussels know Lucy's true identity? Why?

p. 49: Why is 'Ming Ming' written in italics?

## Activities

Questions: On page 28, Ming Ming tells Lucy all about herself, so Lucy can answer fans' questions. In pairs, ask students to list ten questions that people might ask Ming Ming, then have them write Lucy's responses.

Venn diagram: Lucy and Ming Ming have similarities and differences. Have students complete the **worksheet on page 7** of this teacher support to explore these.

Role play: In groups of three, have students role-play Lucy explaining her actions to Miss Newberry and Miss Brussels.

Diary: Give students a copy of the **worksheet on page 8** of this teacher support and have them complete the daily schedule of Ming Ming's activities. Encourage students to find activities in the text, as well as add their own ideas.

Recount: Lucy Lee became Ming Ming for three days. Ask students to write a recount of one of those days from Lucy's point of view.

# Venn diagram: Pop princesses



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Think about Lucy and Ming Ming.

There are similarities between them—and also differences.

In the middle section, list the ways that Lucy and Ming Ming are the same.

In the outer sections, write the ways that they are different.

Ming Ming

Lucy

Both



# Ming Ming's schedule



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Ming Ming's personal assistant, Beth, keeps a diary to organise Ming Ming's activities.

Fill in the schedule to show what a day in Ming Ming's life would look like.

Include the events in the story, but also come up with your own ideas.

*Who does she meet?*

*What does she need to do?*

*Where does she go?*

*Does she get time for a break, or lunch?*

6.00 am–9.00 am _____ _____ _____ _____	3.00 pm–6.00 pm _____ _____ _____ _____
9.00 am–12.00 pm _____ _____ _____ _____	6.00 pm–9.00 pm _____ _____ _____ _____
12.00 pm–3.00 pm _____ _____ _____ _____	9.00 pm–12.00 am _____ _____ _____ _____



# Stella and the Flash Mob

Level:

27

## Story overview

Stella is determined to become famous. When an Olympic champion comes to town, Stella sees her chance. She organises a flash mob, complete with funky chicken costumes. But when Stella turns up, she is the only dancer dressed as a chicken. And Bethany Green has somehow become the lead dancer! But Stella does end up on the six o'clock news—stuck up a tree, dressed as a chicken!

## Character overview

### Stella:

- tries very hard to be famous
- invented the Funky Chicken dance.

### Poppy:

- is Stella's best friend
- has good ideas, which Stella takes credit for.

### Bethany Green:

- does a lot of the same things Stella does—and tries to steal the show.

## Talking points

### Chapter 1: TV News Crews

p. 7: What does the phrase 'clicking her tongue' tell you about the tone of Stella's comment?

p. 8: What does the line 'She tried her very best to be famous, but it was no use' tell you about Stella?

### Chapter 2: How to Get Noticed

p. 18: What is a herogram?

p. 19: Have you ever seen a flash mob performing?

p. 21: Find a word on this page that has five syllables.

### Chapter 3: The Funky Chicken

p. 28: Do you think it was a good idea for Poppy and Henry to tell Bethany about their plans?

p. 29: Why do you think Bethany winked at Alice?

### Chapter 4: Feathers and Beaks

p. 32: Which costume do you think they should wear—Bethany's or Stella's?

p. 35: What does 'CU 2moro' stand for?

### Chapter 5: Showtime!

p. 49: How do you feel about Stella and her predicament? Do you feel sorry for her? Do you think it is funny?

p. 50: When the reporter says, 'this one takes the cake', what does she mean?

## Activities

**Letter writing:** Ask students how herograms might help and inspire athletes when they are competing, especially when they are away from home. Poppy suggests that Stella should write a herogram. Ask students to write a herogram from Stella to Jimmy.

**Dance:** Have the class form a flash mob and perform a dance in the classroom. They might like to extend this and do it in the playground at lunchtime, too!

**Character study:** Give students a copy of the **worksheet on page 10** of this teacher support. Have students think about each character listed and their positive and negative traits, then ask them to complete the table.

**Glossary:** Give students a copy of the **worksheet on page 11** of this teacher support, then ask them to list six interesting words from the text. Explain that students need to write the words in alphabetical order and record whether each is used as a noun, verb or adjective in the text. Ask students to write a clear, concise definition for each word.

**Role play:** Ask students to role-play being Misty Kay from Six News and plan a two-minute report for the six o'clock news. Have them present this to the class.

# Stella and co.: positives and negatives



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Think about the *Stella and the Flash Mob* characters listed in the table below.

Complete the table to show their positive and negative traits.

	Positive traits	Negative traits
Stella		
Henry		
Poppy		
Bethany		
Alice and Amira		

# Stella: In the glossary



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Find six interesting words in the text. Write them here.

Now, write the six words in alphabetical order in the spaces below.

Circle whether each word is used as a noun, verb or adjective in the text.

Make up your own definition for each word. Write your definition on the line provided.

1 \_\_\_\_\_ *noun/ verb/ adjective*

---

2 \_\_\_\_\_ *noun/ verb/ adjective*

---

3 \_\_\_\_\_ *noun/ verb/ adjective*

---

4 \_\_\_\_\_ *noun/ verb/ adjective*

---

5 \_\_\_\_\_ *noun/ verb/ adjective*

---

6 \_\_\_\_\_ *noun/ verb/ adjective*

---

# Noob's Secret Weapon

Level:

28

## Story overview

After another run-in with his archenemy, Liam Lawson, Noob decides he needs an archenemy spray—like fly spray, but this spray would stop bullies. With the help of Trung's mum, Noob concocts a green potion, and the surprising results stop not just Liam, but Noob too.

## Character overview

### Noob:

- is both a library monitor and a superhero
- wants to invent an anti-bullying device.

### Trung's mum:

- has interesting ingredients in her kitchen.

### Liam Lawson:

- is Noob's archenemy.

## Talking points

### Chapter 1: Archenemy

p. 7: Liam Lawson calls Noob 'Nooby'. Why?

p. 10: Why is 'bumped into' written in inverted commas?

### Chapter 2: The Lab

p. 16: What is 'lab' short for?

### Chapter 3: Hey, Liam!

p. 26: What tells you that Noob is a very nervous superhero?

p. 27: Look at Noob's face in the illustration. Do you think he feels like a superhero?

### Chapter 4: Miss Chowder

p. 34: What do you think an Italian opera singer might sound like?

p. 36: Find the simile on this page.

p. 38: What words does the author use to explain that the children laughed?

p. 40: What is the impact of the short sentences at the end of this page?

### Chapter 5: Please, No

p. 44: Describe what it means to be gobsmacked.

## Activities

**Brainstorming:** Ask students to brainstorm a list of names they could give to a 'bug spray for bullies'.

**Languages:** Noob knows how to say 'I am a superhero' in Vietnamese. Have students find out how to say 'I am a superhero' in other languages.

**Role play:** In pairs, have students role-play the conversation between Trung and her mum when Trung gets home and explains what happened.

**Advertisement:** Give students a copy of the **worksheet on page 13** of this teacher support and have them design an advertisement for Archenemy 3000. Make sure students complete the checklist for their design. Students might then like to complete their advertisement on a much larger sheet of paper.

**Narrative:** The story ends with the sentence, 'He danced towards her.' Ask students to continue the narrative to explain what happens next.

**Reports:** Have students find out about other superheroes and write fact files like those that appear on pages 50 to 53.

# Noob: Archenemy 3000



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Archenemy 3000: For when your archenemy absolutely, positively must be stopped.**

Use this space to design an advertisement for Noob's spray.

Complete the checklist to make sure it is a great ad.

My ad has:

- an attention-grabbing heading
- an eye-catching picture
- a clear, concise slogan
- information about where to get the spray.

# Riley Saves the Day

Level:

28

## Story overview

Riley faces two problems. The local surf club needs money to purchase a new rescue boat, and all the dogs in Seacliff are shedding. Before the community disappears under a mountain of dog hair, Riley and his sidekick, Tilda, devise a plan to address both problems. Together, they set up a dog grooming business. They raise some money for the surf club and tidy up a lot of hairy dogs. In doing so, they also help a new friendship to blossom.

## Character overview

### Riley:

- has fantastic plans
- wants to help his local surf club.

### Matilda:

- likes to help people
- always helps Riley with his plans.

### Miss Hall:

- has an Old English sheepdog called Charlie.

## Talking points

### Chapter 1: The Furball Solution

p. 10: Do you know any dogs who shed hair?

p. 10: What will Riley do with the money they make? What does this tell you about his character?

### Chapter 2: Cranky Charlie

p. 20: What do you think could be making Charlie so bad tempered?

### Chapter 3: One Great Sadness

p. 30: Explain what Bindi means by, 'It's not how much you kids have made, it's the example you've set.'

### Chapter 4: All the Fun of the Fair

p. 32: Why might Riley invite Mrs Zergo to join him at their fête table?

p. 37: Some people say that dogs resemble their owners. Do you think this is true?

### Chapter 5: Good News!

p. 42: Riley's local council is Seacliff Council. What is the name of your local council?

## Activities

Newspaper article: Ask students to imagine that Seacliff really does disappear under a mountain of dog hair. Have them write a newspaper article reporting what happened.

Brainstorming: Riley and Tilda list all the people they know who have dogs. Have students make their own list, including details such as the dog's name and breed.

Adjectives: Charlie the Old English sheepdog is transformed 'from a plain old hairy mutt to a sleek and handsome hound'. Have students experiment with adjectives. Ask them to make a collage of dog pictures—these can be hand-drawn or collected online or from magazines. Ask students to label each dog with a selection of adjectives.

Maths: Mrs Zergo says she will give ten per cent of the money she made to the surf club. Have students work out how much money she would give to the club if she made \$1, \$2, \$3 etc.

Role play: In pairs, ask students to take on the roles of Riley and Tilda and imagine that the local radio station has asked them to persuade people to groom and bathe their dogs more often. Ask them to list their arguments and supporting evidence, then have them use the **worksheet on page 15** of this teacher support to organise their thoughts. Choose one student to be the radio announcer and have students act out their radio broadcasts.

# Riley: Please, wash your dogs!



Name: \_\_\_\_\_

Date: \_\_\_\_\_

The local radio station has asked Riley and Tilda to persuade people to wash their dogs more regularly. Write some notes to help them organise their thoughts.

Later, use these notes to role-play the radio broadcast. Put an asterisk next to key points that you want to mention.

<p>People should wash their dogs because ... _____</p> <p>_____</p> <p>_____</p> <p>Information that backs this up:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>People should wash their dogs because ... _____</p> <p>_____</p> <p>_____</p> <p>Information that backs this up:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>People should wash their dogs because ... _____</p> <p>_____</p> <p>_____</p> <p>Information that backs this up:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>People should wash their dogs because ... _____</p> <p>_____</p> <p>_____</p> <p>Information that backs this up:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

# Chaz at the Aquarium

Level:

29

## Story overview

Ms Lawson takes her class to the aquarium. The students have half an hour to explore and complete their worksheets before the sea lion show at eleven o'clock. At ten to eleven Chaz and Toby realise they are a long way from the sea lions, so they try to find a short cut. Their short cut leads them right to the sea lions—right onto the stage, where a feeding demonstration is taking place. When the sea lion starts to choke, Chaz is on hand to help—and to identify Angus Howie as the owner of the discarded worksheet that the sea lion coughs up.

## Character overview

### Chaz:

- watches YouTube to learn more about food and cooking
- has better knife skills than a sushi chef.

### Toby:

- would love to see Angus Howie and his friend Mark get busted for something.

### Angus Howie:

- keeps 'accidentally' doing things to upset Toby.

## Talking points

### Chapter 1: Free Time

p. 14: Chaz and Toby decide to stay away from Angus and Mark. Is this the best solution? How else could they solve the problem?

p. 18: What do you think Chaz is planning to spice up the sea lions' diet?

### Chapter 2: Dolphins Are People Too

p. 19: What does the word 'authorised' mean?

### Chapter 3: Boy beside a Fish Tank

p. 27: Experiment with the way Chaz says, 'So now it's down to a survival of wits.'

p. 33: How are the illustrations on pages 31 and 33 different from the rest of the illustrations in the book?

### Chapter 4: In the Spotlight

p. 51: In your own words, explain how Angus Howie's worksheet ended up as the sea lion's lunch.

p. 51: Explain Chaz's last comment, 'And you're welcome.'

## Activities

Rules: Ask students to write a list of rules children would need to remember on an excursion to an aquarium. Have them distinguish between general 'excursion' rules and specific 'aquarium' rules.

Recount: Have students write a recount of the day from Chaz's point of view.

Brochure: Ms Lawson gives the children a brochure about the aquarium. Ask students to design the brochure. Have them fold a blank sheet of paper into three, and use that for their brochure. Make sure they include details such as opening hours and costs, as well as a map.

Narrative: Have students read the story and consider what could happen next. Ask them to write Chapter 5 of the book, using the **worksheet on page 17** of this teacher support to plan their work. Later, they might like to draft and write their chapter, and plan the illustrations.

Brainstorming: Have students compile an A to Z of sea animals. For each letter of the alphabet they should list at least one animal that lives in the sea.

Map: Ask students to design an aquarium. Have them draw a map to show how it would be arranged and where different animals would be.



# Chaz: Chapter 5



Name: \_\_\_\_\_

Date: \_\_\_\_\_

The author of *Chaz at the Aquarium* has asked you to write Chapter 5 of the story.

Use this page to plan your narrative.

Which characters will be in the chapter?

\_\_\_\_\_

Where will it be set?

\_\_\_\_\_



What will happen:

- at the start of the chapter?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- in the middle of the chapter?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- at the end of the chapter?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Story overview

Kim gets a video camera for her birthday. She enters a competition for the best documentary about saving the environment. As usual, Kim's efforts end in disaster: a mouse runs up Mr Sweet's trousers, Mr Shine nearly falls off the roof and Mrs Weller slips in boggy soil. But Kim still makes a winning video—just a different kind!

## Character overview

### Kim:

- is keen to turn her blog into a vlog
- is always on the lookout for a scoop!

### Tom:

- has a top-secret project.

### Mr Sweet:

- makes compost
- is scared of mice.

## Talking points

### Chapter 1: It's a Contest!

p. 8: Were Kim's parents right when they said she should leave her video camera at home?

p. 10: What does 'There'll be no paparazzi in this school' mean?

### Chapter 2: Silly Mr Sweet

p. 20: What does 'Mr Sweet's smile looked more like a crocodile's grin' mean?

p. 23: What makes a compost heap a good place for mice to live?

### Chapter 3: Rumble on the Roof

p. 28: Why is the phrase 'his arms windmilled' such a good description of what happened?

### Chapter 4: Trout Trouble

p. 32: What could Tom be doing?

p. 36: When talking about video, what does the term 'panned' mean?

### Chapter 5: Not Meant to Be Funny!

p. 48: Why is it good to laugh?

### All About Compost

p. 52: How does composting help the environment?

## Activities

**Procedure:** Have students write a procedure for making Mr Sweet's compost. Students will first need to research compost and then imagine what might be in Mr Sweet's special recipe.

**Questions:** Mr Sweet got really nervous when Kim started filming. Ask students to make a list of interview questions, which Kim could have given to Mr Sweet prior to her visit to help him prepare.

**Instructions:** Kim is planning to use her video camera for many more interviews. Ask students to write a 'How to relax and prepare before filming' handout for Kim's prospective interviewees.

**Homonyms:** Remind students that homonyms are words that are spelt the same but have different meanings. Using the **worksheet on page 19** of this teacher support, ask students to find the homonym in each sentence, then include it in a sentence of their own, using an alternate definition.

**Speech:** Mr Sweet uses lots of 'ums' and 'ers' when he talks. Ask students to consider how much of their own speech consists of ums and ers. The next time students share in the classroom, have students count the ums and ers in their peers' speech.

**Role play:** Ask students to role-play being the MC at the Kids Can! awards ceremony. Have students take it in turns to demonstrate how the MC would introduce Kim's video to the audience.

# Kim: The same, but different



Name: \_\_\_\_\_

Date: \_\_\_\_\_

*A homonym is a word that is spelt the same way as another word, but has a different meaning.*

Circle the homonym in each of the following sentences.

Then, use the homonym in a sentence of your own. Use a different meaning for the homonym.

Example: 'Can I take it to school?' Kim asked. (p. 8)

I put a can of dog food on the shelf.

'She would have to cut this first bit out in the editing.' (p. 20)

---

He looked very strange, lying in the ditch on the side of the road, crawling through the long grass. (p. 25)

---

She slid down the bank and fell back into the water. (p. 38)

---

'Are you going to let Dad and me watch your video?' Mum asked. (p. 42)

---

# Kim Faces her Fears

Level:

30

## Story overview

Kim idolises Scooter Malloy, the brave and fearless host of her favourite TV show, *Face Your Fears*. When Kim finds out Scooter is in Blarton she is determined to get an exclusive interview. But meeting Scooter turns out to be a big disappointment. It is Kim who ends up being the hero, saving Scooter from a raging bull—well, a raging cow, actually ...

## Character overview

### Kim:

- thinks chocolate ice-cream is good for the brain
- loves the TV show *Face Your Fears*.

### Ella:

- always helps Kim crack the case.

### Scooter Malloy:

- hosts the TV show *Face Your Fears*
- isn't as brave as she seems on TV.

## Talking points

### Chapter 1: Where is Scooter?

p. 8: Is *Face Your Fears* similar to any of the TV shows you watch?

p.10: How reliable is Ella's information?

### Chapter 2: Playing Detective

p. 13: If Scooter was staying at the Blarton Hotel, do you think Mrs Ping would tell Kim and Ella?

p. 15: What does Mrs Ping mean when she says she faces her fears when she cleans the hotel bathrooms?

p. 19: Why do you think Kim packed biscuits?

### Chapter 3: Watch and Wait!

p. 28: Kim says she doesn't want to be 'one of those sneaky photographers'. Do you think she is being sneaky?

### Chapter 4: What's Up that Tree?

p. 36: Why is Kim carrying lots of cleaning things?

p. 37: What could Kim's secret weapon be?

### Chapter 5: So Much for Scooter

p. 44: How does Kim know it is a cow, not a bull?

p. 46: What does Scooter do to shatter Kim's view of her?

## Activities

**Chinese whispers:** On page 10, Ella tells Kim that she knows Scooter is in Blarton because 'Susie's cousin's grandma heard Sergeant Mobble's wife talking about it'. As a class, discuss how information can change as it is passed from person to person. Play a game of Chinese Whispers to demonstrate this.

**Syllables:** Remind students how to listen for the syllables in words. Have students count the syllables in their names. Give students a copy of the **worksheet on page 21** of this teacher support and ask them to refer to the text to find the words requested on the worksheet.

**Alliteration:** The *Big City Herald* has the headline 'Brave Country Girl Saves Scaredy Scooter!' Discuss the impact of alliteration, then have students make up their own alliterative sentences using the 'sc' sound.

**Same and different:** Ask students to list similarities and differences between cows and bulls.

**Profile:** Have students write a profile of someone from television who they admire or respect. Headings could include 'Name', 'Age', 'Appearance', 'TV appearances', 'What I admire about them' and 'Questions I'd like to ask them'. Students may wish to conduct online research to add further detail to their profiles.

# Kim: How many syllables?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Find words with the following number of syllables.

Turn to page 8. Find four words with three syllables.

---

---

---

---

Turn to page 26. Find four words with two syllables.

---

---

---

---

Turn to page 27. Find one word with four syllables.

---

Turn to page 28. Find one word with four syllables.

---

Turn to page 35. Find one word with five syllables.

---

Turn to page 37. Find one word with five syllables.

---

Make a poster listing a one-syllable word for each letter of the alphabet. For example:

a all

b big

c clean

# Noob and the Library Ghost

Level:

30

## Story overview

The old, abandoned school library is haunted by the ghost of Miss Winter, the school's first librarian. Liam Lawson dares Noob to investigate. Just before midnight, Noob heads off through the Forbidden Forest, scared, but determined to prove his superhero status. Worthy of his title, Noob ends up saving Liam—and also solving the mystery of the library ghost.

## Character overview

### Noob:

- is determined to prove that he really is a superhero
- eats ghosts for breakfast!

### Liam Lawson:

- is the school principal's son, and Noob's archenemy.

### Miss Chowder:

- is the school librarian
- is writing a book about the school's first librarian, Miss Winter.

## Talking points

### Chapter 1: The Dare

p. 15: Why do you think midnight is the 'superhero-est' time Noob can think of?

p. 18: Why does Mrs Lawson pull her cardigan around her?

p. 19: Who or what is a 'paranormal enthusiast'?

### Chapter 2: Stakeout

p. 22: What would you do—go back to sleep or go to the library?

p. 26: What is adrenalin and how does it work?

### Chapter 3: Boo!

p. 34: What is 'the claw' of a leafless tree?

### Chapter 4: Help!

p. 43: In your own words, explain why Miss Chowder is in the library.

### Chapter 5: Hero

p. 44: Why didn't Noob or Liam tell their parents about what they saw?

p. 45: What does it mean when someone winks and taps the side of their nose?

p. 49: Does Noob finally put Liam in his place?

## Activities

Expression: Have students read page 7 aloud. Ask them to experiment with expression to help create a spooky atmosphere.

Narrative: Have students read the section of Miss Chowder's ghost story again, then ask them to have a go at writing their own ghost story.

Story map: Ask students to pinpoint important stages in the text. Have them create an illustrated story map showing the stages in the correct order.

Creativity: Provide boxes and craft materials and encourage students to make a diorama of the haunted library.

Character study: Have students think about all the elements that make up Noob's character. If students have read other books in the series they can use that information too, although this is not essential. Have students complete the **worksheet on page 23** of this teacher support.

# All about Noob



Name: \_\_\_\_\_

Date: \_\_\_\_\_

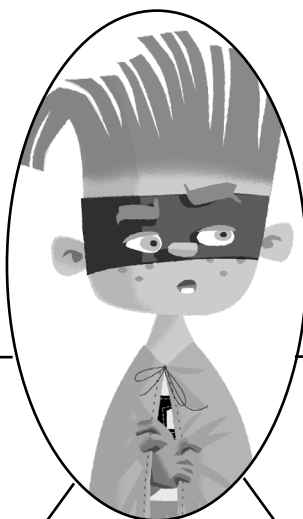
Re-read *Noob and the Library Ghost* to find out all you can about Noob.

You might also want to refer to other books you have read about him.

Write or draw your responses in the spaces provided.

appearance

likes



dislikes

friends

hobbies

# Riley and the Super Plan

Level:

30

## Story overview

When a big new supermarket opens in Seacliff, Riley and Tilda are determined to help keep the local supermarket, Cuttle's, in business. But the harder they try, the worse things seem to get. Mr Cuttle ends up with more complaints than customers, but stumbles on a new career path.

## Character overview

### Riley:

- likes to help people
- finds that things don't always work out the way he hopes.

### Zane O'Day:

- is a deejay from radio station Triple A.

### Mr Cuttle:

- is the owner of Cuttle's Supermarket.

## Talking points

### Chapter 1: Radio Stars

p. 6: Read the newspaper article. Do you think Ultra Supermarket will be a good thing for Seacliff?

p. 13: How important is it for radio announcers and guests to use expression in their speech? Why?

### Chapter 2: The Makeover

p. 21: Why does the word 'free' attract attention?

p. 22: Give some examples of 'bright and bouncy' music.

p. 24: What do you think Riley's plan might be?

### Chapter 3: Grocery Helpers

p. 33: How will 'word of mouth' help Mr Cuttle and his supermarket?

### Chapter 4: Apple Avalanche!

p. 41: What image does the metaphor 'an avalanche of apples' conjure in your mind?

## Chapter 5: A Happy Ending

p. 48: Mrs Laurel's ice-cream goes into her trolley upside-down and leaks all over her bacon and eggs. If you were packing the trolleys, what would you need to consider when organising customers' groceries?

p. 49: What do you learn about Mr Cuttle's character on this page?

### Riley's email

p. 56: If you have read other books about Riley in the series, how true is his comment, 'But we made him happy in the end—just like we always do!'

## Activities

**Compound words:** Remind students that compound words are two smaller words joined together. Give them a copy of the **worksheet on page 25** of this teacher support and explain that each sentence is missing a compound word. Have students select the correct word from the box and write it in the space provided. Students can also make a list of other compound words they know.

**Metaphors:** Have students consider the following metaphor and discuss how effective it is.

'My shop is a dinosaur, just like me.' (p. 10)

Ask students to suggest other metaphors that could be used to describe Ultra.

**Mapping:** Ask students to draw a bird's eye view plan of their local supermarket, plotting items they can remember the location of. Encourage students to check their accuracy the next time they go to the supermarket.

**Role play:** Mr Cuttle becomes the complaints manager at Ultra. Ask students to think about the type of complaints Ultra might receive.

Have them take turns playing Mr Cuttle and a disgruntled customer. Challenge students to role-play Mr Cuttle pacifying Ebenezer Scrinch when he complains about the weather.



# Riley: Mr Cuttle's market is super



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Each of the following sentences is missing one compound word.

Choose the correct word from the box and write it in the space provided.

skyscraper

goldfish

milkshake

doorway

superhero

popcorn

shoelaces

cannonballs

Supermarket

Riley and Tilda were sharing a \_\_\_\_\_ ... (p. 7)

Further down the street, Cuttle's \_\_\_\_\_ was empty, except for Mr Cuttle. (p. 8)

He stood in the \_\_\_\_\_ of the shop. (p. 8)

There were murals on the walls, and a bubbling fountain with \_\_\_\_\_. (p.10)

'I only came in here to buy \_\_\_\_\_, but I can't seem to find them.' (p. 29)

He puffed out his chest like a \_\_\_\_\_ ... (p. 30)

Then, as Riley tried to grab a box of \_\_\_\_\_ from a shelf near the front door, the shelf toppled down. (p. 37)

They rolled down the aisles like little green \_\_\_\_\_! (p. 41)

But then the mandarin mountain toppled onto a \_\_\_\_\_ of carrots! (p. 43)

Make a list of at least ten other compound words you know.

# Chaz and the Hotdogs

Level:

30+

## Story overview

The school fête at Aston Park Public School includes a hotdog-eating competition. It's really for adults, but not enough people enter, so Chaz takes the final seat. Chaz finds the lack of condiments on the dry hotdogs hard to cope with, but uses this to his advantage. He tricks Angus Howie's dad into drinking too much water, filling him up, and manages to win the competition.

## Character overview

### Chaz:

- says food is 'his life'
- likes to make 'improvements' to food.

### Angus Howie's dad:

- loves eating hotdogs.

### Mrs Cheltham:

- runs the school canteen.

## Talking points

### Chapter 1: The School Fête

p. 7: What is the name of the punctuation mark used in the word 'fête'?

p. 11: Do you know anyone who loves something so much that it is all they ever talk about?

### Chapter 2: Ah, Memories ...

p. 18: Which condiments do you like to put on hotdogs?

p. 22: How does the phrase 'sweet chilli sauce on top of chocolate icing' make you feel?

### Chapter 3: No Kids Allowed!

p. 26: What do you think might have happened with the noodles?

p. 27: The notice has changed several times. Why do you think each change has been made?

### Chapter 4: Ready to Rumble!

p. 37: If you were Mr Adria, what rules would you make for the hotdog-eating competition?

### Chapter 5: Chaz Loves to Help

p. 39: How many hotdogs do you think you could eat in ten minutes?

p. 45: What is Chaz trying to do?

### Chapter 6: Slow and Steady

p. 48: Complete the saying: Slow and steady ...

## Activities

Quiz: Ask students to make up their own true/false style quiz like the one on page 55. Students can swap their quizzes with other classmates.

Rules: Mr Adria needs to display the rules for the hotdog-eating competition. Ask students to design a poster listing the rules.

Description: Have students write a description of the best hotdog they can imagine. Make sure they describe the bun, the sausage and the condiments.

Role play: Ask students to role-play a conversation between Mr and Mrs Cheltham after Chaz gives them his prize.

Homophones: Remind students that homophones are words that sound the same but have different meanings. Ask students to find examples of homophones in the text. Give each student a copy of the **worksheet on page 27** of this teacher support and ask them to circle the correct word in each sentence.

Persuasive text: Give students the **worksheet on page 28** of this teacher support. Ask them to plan a letter Chaz might write to Mrs Cheltham trying to persuade her to let him cook in the canteen.

# Chaz: Homophones and hotdogs



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Homophones are words that sound the same but have different meanings.

Circle the correct homophones in the following sentences from the text.

*'That's grate/great,' she said, patting him on the shoulder. (p. 11)*

*'Hotdogs!' said Chaz. 'Not/Knot boring!' (p. 13)*

*'As if I wood/would!' Chaz said to Toby. (p. 20)*

*'Is this because of the noodles last weak/week?' (p. 26)*

*'You can't close the hole/whole canteen, Mrs Cheltham.' (p. 26)*

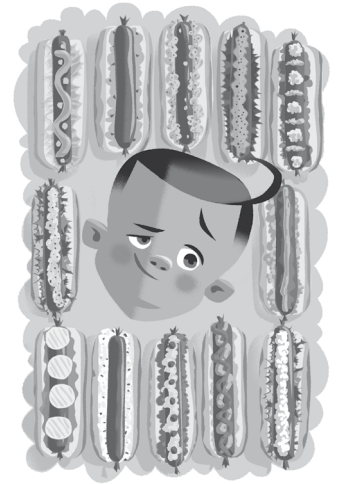
*Just before to/two/too o'clock the boys headed over too/to/two the main stage. (p. 31)*

*'All write/right folks!' (p. 32)*

*'I'm going to work their/there won/one day!' (p. 32)*

*'I just need/knead to ask, are these rolls maid/made from unbleached flower/flour?' (p. 38)*

*'Phew/few,' said Chaz as he chewed and swallowed hotdog number eight/ate -and-a-half.' (p. 50)*



Make a list of other homophones you know.

# Chaz: Pleeeeeease, Mrs Cheltham!



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Chaz is desperate to persuade Mrs Cheltham to let him cook in the canteen.  
He decides to write to her. Use this page to plan his letter.

*Dear Mrs Cheltham,*

Main idea: \_\_\_\_\_

\_\_\_\_\_

Reason 1: \_\_\_\_\_

Elaboration: \_\_\_\_\_

\_\_\_\_\_

Reason 2: \_\_\_\_\_

Elaboration: \_\_\_\_\_

\_\_\_\_\_

Reason 3: \_\_\_\_\_

Elaboration: \_\_\_\_\_

\_\_\_\_\_

Reason 4: \_\_\_\_\_

Elaboration: \_\_\_\_\_

\_\_\_\_\_

Restate main idea: \_\_\_\_\_

\_\_\_\_\_

*From Chaz Camilleri*

# Lucy to the Rescue

Level:  
30+

## Story overview

Lucy is jealous of the attention Sabrina Smirkle gets after she rescues two children and three old ladies from a burning train. Accompanied by Max the cameraman, Sean the umbrella boy and Gracie the make-up artist, Lucy sets out to make sure she is a bigger hero than Sabrina. But Lucy finds being a hero quite hard—and being modest about it even harder.

## Character overview

### Lucy:

- doesn't like other people being more 'super-brave' than she is
- wants to be the only hero in the neighbourhood.

### Sean:

- is Lucy's best friend
- is suspicious of some of Lucy's plans.

### Sabrina Smirkle:

- is a year younger than Lucy
- is hailed as 'Hero of the Subway'.

## Talking points

### Chapter 1: Annoying or What?!

p. 7: Have you ever wanted to tape someone's mouth shut?

p. 12: What do you learn about Lucy's character in this chapter?

### Chapter 2: Lucy to the Rescue

p. 16: What does it mean when we say someone is modest?

p. 16: Is Lucy modest?

### Chapter 3: And ... Action!

p. 22: 'Fate saved the day.' What does this mean?

p. 24: Why does Lucy spell her name for the little girl? What does this tell us about Lucy's motives?

### Chapter 4: The Kiss of Strife

p. 29: Why do you think this chapter is called 'The Kiss of Strife'? What is the kiss of life?

p. 30: What does it mean if someone looks at you like you are from Mars?

### Chapter 5: The Runaway

p. 49: Why does no one thank the driver? Why doesn't Lucy understand this?

### Chapter 6: Surprise!

p. 52: Have you ever wished you were invisible?

## Activities

**Brainstorming:** On page 28, Lucy remembers the rule, 'never work with children or animals'. As a class, brainstorm possible reasons for this rule.

**Similes:** 'Suddenly a wave of toppling girls swept towards Gickengocken like falling dominoes.'

Provide students with dominoes so they can recreate the image, then ask them to consider how similes help the reader visualise what is happening. Have them choose sections of text that could benefit from the addition of a simile and ask them to rewrite these sections, inserting a simile of their choice. Encourage them to share their ideas.

**Newspaper article:** The article in the local paper is not the kind of publicity Lucy wanted. Have students create a newspaper page featuring the article Lucy was hoping for.

**Telephone conversation:** Lucy tells Lily about her hero status in an email. Have students imagine that Lily rings Lucy to find out more about what happened. Give them the **worksheet on page 30** of this teacher support and ask students to write the dialogue between the two friends.

**Comprehension:** Have students list the things Lucy did to try and become a hero. Then have students write what actually happened to thwart her efforts.

# Lucy: 'Hey Lily, guess what?'



Name: \_\_\_\_\_

Date: \_\_\_\_\_

After reading Lucy's email, Lily phones Lucy to find out more about what happened.

What do you think they would say to each other?

(Think about Lucy's character—and her lack of modesty—when you are writing.)

Lucy: *Hey Lily, guess what?*

Lily: \_\_\_\_\_

Lucy: \_\_\_\_\_

Lily: \_\_\_\_\_

Lucy: \_\_\_\_\_

Lily: \_\_\_\_\_

Lucy: \_\_\_\_\_

Lily: \_\_\_\_\_

Lucy: \_\_\_\_\_

Lily: \_\_\_\_\_

Lucy: \_\_\_\_\_

Lily: \_\_\_\_\_

Lucy: \_\_\_\_\_

Continue on the back of the page if you need more space.

# Stella's House of Horrors

Level:  
30+

## Story overview

Stella and Bethany have different ideas for school fête stalls. Stella wants a House of Horrors while Bethany wants a Beauty Palace. Miss Pickles lets the class run both stalls, but Stella's grand plans come unstuck. A giant water fight cools everyone down and Stella even wins a prize.

## Character overview

### Stella:

- loves singing, dancing, acting and dressing up.

### Poppy and Henry:

- help Stella with all her plans.

### Bethany:

- gets picked first for everything.

## Talking points

### Chapter 1: The School Fête

p. 13: Can you think of any other stall ideas?

p. 15: Which fête stalls do you enjoy?

### Chapter 2: Getting Ready

p. 19: Why does Stella use 'we' while Henry uses 'you'?

### Chapter 3: The Door of Doom

p. 29: If you were Poppy, how would you feel? What would you say to Stella?

### Chapter 4: The House of Horrors

p. 38: Which word has been spelt incorrectly on the House of Horrors sign?

### Chapter 5: The Sticky End

p. 53: Find a word with four vowels in a row.

p. 47: Do you think it was fair that Poppy took the money she'd collected?

p. 53: What sounds would you be able to hear during the water fight?

## Activities

**Brainstorming:** Ask students to imagine that their school is having a fête. Have them brainstorm stall ideas, then have each student choose one stall they would like to be in charge of. Give them the **worksheet on page 32** of this teacher support so they can describe the stall and list the preparations that would be required to set it up.

**Persuasive text:** Stella and Bethany must convince their classmates to vote for their stall. Have students imagine they are either Stella or Bethany. Ask them to prepare a three-minute talk persuading students to vote for their stall. Allow time for students to present their talks to the class.

**Creativity:** Provide materials for students to make their own Bowl of Fear. Alternatively, have students come up with their own Bowl of Fear recipe, including all sorts of gruesome ingredients!

**Speaking verbs:** Have students find all the speaking verbs on pages 44 and 45—hissed, droned, said, whispered, asked and fretted. Discuss how these words tell readers about the atmosphere. Ask students how they would read the text if each speaking verb was simply, 'said'. Encourage them to apply what they have learnt to their own writing.

**Soundtrack:** Help students create a soundtrack of spooky noises, using iPads or another recording device. In groups, have them brainstorm a list of spooky sounds and ways they could make them using their voices or props. They can experiment until they are happy with their soundtrack.

**Creativity:** Have students follow the directions on pages 54 and 55 to paint their own zombie—either on paper or on a friend's face!

**Pros and cons:** Ask students to list the pros and cons of the Beauty Palace and the House of Horrors.

# Stella: My fête stall



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Imagine you are planning a stall for the school fête.

Use this page to help organise your thoughts.

My stall name:

\_\_\_\_\_

What it will look like:

\_\_\_\_\_  
\_\_\_\_\_

A brief description:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How it will make money for the fête:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Gimmicks to attract customers:

\_\_\_\_\_  
\_\_\_\_\_

How it will be advertised:

\_\_\_\_\_  
\_\_\_\_\_

What I need to buy beforehand:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What I need to make beforehand:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_