**Title:** Game On: Glitched
**Author/illustrator:** Emily Snape
**Price:** ANZ $16.99 | USA $12.99 | CA $14.99 | UK £10.99
**ISBN:** 9781922539410 | **Publication date:** Sept 2023
**Audience age:** 8-12 years
**Key Curriculum Areas:** English, HASS, The Arts, Science / STEM, Digital Technologies
**Themes**: Fantasy. Comedy. Teamwork. Adventure. Self-belief. Forgiveness. Sibling Relationships. Time Travel. History. Changes Over Time.

## SYNOPSIS:

Max is horrified to find that younger brother Liam has learned nothing from their previous adventure. Once again Liam opens an app on Miss McBoob's phone, and this time the brothers travel through time. Without leaving their town they find themselves in the Stone Age, the Roman Era, the Middle Ages and finally in the age of the dinosaurs! Will they be able to work together to solve the riddles and return to their own time before the battery runs out? Or will that irate mammoth get to them first?

## SELLING POINTS:

- The second book in this brilliant new middle grade series perfect for reluctant readers, particularly boys.
- Sensitively depicts sibling relationships and the themes of self-belief and forgiveness.
- Aimed at 8–12-year-olds who love adventure, comedy, fantasy and a twisting plot.
- Packed with historical facts.
- Delightful illustrations by the author add to the fun.

## AUTHOR/ILLUSTRATOR BACKGROUND:

**Emily Snape** is a children's author and illustrator living in London. Her work has appeared online, on television (for Nickelodeon and the BBC), in shops and even on buses! She loves coffee and notebooks, and has three cheeky children, Leo, Fin and Flo who keep her on her toes and give her lots of inspiration for stories. Emily loves to mix real life with a twist of fantasy, throwing everyday emotions and events up in the air and allowing us to consider them from another angle. Her previous books include Fergus the Furball, a funny tale for independent readers, and board books for younger readers. These include *An Alphabet of Hugs*, and *Hey! Look at you...On the Move* and *Hey! Look at you...In the Jungle*.

## AUTHOR MOTIVATION:

My sons were both reluctant readers and that made me want to write books that they wouldn't be able to resist reading! Reading should be a pleasure and my aim is to write books that pull you in and hook you from the start. Hopefully, then you can't help being moved by the characters as they grow and develop. I love comedy in books, but funny books also have to have heart, believable characters, and a great plot that keeps you reading till the very end.

## AUTHOR INTERVIEW:

### What is the inspiration for this story?

This is the second book in the Game on series and I wanted it to be a stand alone story but at the same time continue developing the relationships and plot from *Game on: Shrinkle*.

I considered all the crazy, fantastic games that Max and Liam could find themselves in and I thought travelling through time would be really exciting, dangerous and unpredictable! I loved the idea that they are in the same geographical spot in each level of the game- where their house eventually stands- but in different points in history so they experience how things have changed - and stayed the same. The mound outside Max's window was a focus point for all the action. I also liked writing about the relationships with the people they meet and how they learn to communicate and help each other.

### What was the most rewarding part of this project?

Seeing it all come together, with the illustrations in place and most of all hearing people's positive reactions to the story.

### What was the most challenging part of this project?

Doing a lot of historical research and making sure the information was as accurate as possible!

Books with Heart on Issues that Matter

# TEACHER ACTIVITIES/NOTES:

N.B. These questions and activities can be adapted to suit the experience and ability of students. Activities are linked to the Australian Curriculum.

## DISCUSSION:

### Before Reading

- For students who have read Book 1 – *Game On: Shrinkle*, discuss the themes and main idea of the story. Recap the 5Ws + H through a list, chart or mind map.
- Now, imagine you were in that game. Think about what you would do? How would you feel?  Do students recall where *Game On: Shrinkle* left off? Where was Miss McBoob's phone? Do you think Liam and Max will continue to use it?
  Look at the cover of Game On: Glitched. What might this adventure be about? Does the cover entice you to find out? Why or why not?
- Read the blurb. Discuss.

## CHAPTER 1:

### Plot tension:

Years 3 & 4 English: (ACELT1605) | Years 5 & 6 English: (ACELA1505) (ACELA1512)

**Opening line –** *"Stone Age people wiped their bums with … pebbles!"* (p.2)
**Closing line –** *"And that's when it ALL WENT SERIOUSLY WRONG."* (p.12)

- How does the opening line hook you in? Why does it pique your interest? How does the author intend for readers to feel?
- What question/s does it bring about? Why might the story begin with a reference to 'Stone Age people'?
- How does this opening line implore you to find out more?
- What impression does the closing paragraph leave the reader? In what ways does it encourage the reader to keep reading?

### Vocabulary:

Years 3 & 4 English: (ACELA1493) (ACELA1498) | Years 5 & 6 English: (ACELA1508) (ACELA1512)

*'banned', 'considered', 'exhibition', 'disintegrates', 'repulsive'*

- Discuss and write down the meanings of the vocabulary terms. Write them in your own sentences.

### Literary Technique - Hyperbole:

Years 3 & 4 English: (ACELT1599) (ACELT1605) (ACELY1680) (ACELY1692)
Years 5 & 6 English: (ACELA1508) (ACELA1518) (ACELA1523) (ACELT1611) (ACELT1617)

*"I was already mad at mum before she declared she screen ban, because earlier today I found out she is planning on doing the worst thing imaginable."* (p.5).

- Hyperbole is an exaggerated statement, not meant to be literal, and used in emotive / emphasised situations or dialogue. Highlight the part of the statement that are not meant to be taken literally or used as an emotive, exaggerated statement.
- How does this language create a greater impact on the reader? Re-write this sentence using less emotive terms and compare its effectiveness. For example, '… I found out she is planning on doing something I don't like.'
- Is Max's mum going on a date really 'the worst thing imaginable'? List some things that might actually be 'the worst thing imaginable'.

## Discussion Questions and Comprehension:

- Highlight some other parts of the chapter where Max is 'exaggerating' his feelings. Do you think he is 'overreacting', or does he have a right to feel this way?
- What kinds of positive self-talk strategies could Max use to ease his worries or fears of embarrassment?
- Why did the museum have 'an extreme makeover'? What kinds of things might be on display at the new museum?
- What kind of museum does Max hope for? What fun and interesting things would you put in your own museum?
- What types of technological entertainment did people have before the internet? Write some interview questions to ask an older person about games and technology pre-internet.
- What kinds of things do you think are about to go 'seriously wrong'?

## CHAPTER 2:

### Vocabulary:

Years 3 & 4 English: (ACELA1493) (ACELA1498) ▮ Years 5 & 6 English: (ACELA1508) (ACELA1512)

'bluntly', 'positively', 'dismissively'

- Write down the definitions of these adverbs (describing an action). Write each term in a sentence that relates to the behaviours and feelings of the boys.

### Literary Technique - Similes:

Years 3 & 4 English: (ACELT1599) (ACELT1605) (ACELT1791) (ACELY1680) (ACELY1692) ▮ Years 5 & 6 English: (ACELA1518) (ACELT1611) (ACELT1617)

*"I found myself blinking like a strobing disco light as a camera flash went off in my face."* (p.21)

*"Then everything went fuzzy and the bathroom began to spin like a dodgy funfair ride."* (p.22)

A simile is a figure of speech comparing one thing with another of a different kind, using words such as 'like', 'so', 'as' than'.

- Thinking about the terms '*blinking*', '*strobing*', '*fuzzy*', '*spin*', write your own similes to show what these actions might have felt like for Max. For example, '*... blinking like a car indicator.*', '*... began to spin like a whirling tornado.*', '*... as fuzzy as a muddled mouse in a maze.*', etc. Illustrate your sentence.

### Discussion Questions and Comprehension:

- How do you think the phone got in the bin? Who might have put it there? Do you think it was intentional? Why or why not?
- Do you think Liam is doing the right or wrong thing by using the phone? Why?
- What do you like about the illustrations / graphics in this book? What does the perspective show you about the brothers in the scene?
- Why doesn't Max want Liam to give personal information to the app? What do you know about cyber safety? What is a SCAM? Students can make a poster showing at least one important thing to know about being safe online.
- What is the new app about? How does Max feel when he finds out its theme?
- How do you think it might feel to 'glitch'?
- What do you think will happen next?

## CHAPTER 3:

### Vocabulary:
Years 3 & 4 English: (ACELA1493) (ACELA1498) (ACELT1599) ❙ Years 5 & 6 English: (ACELA1508) (ACELA1512) (ACELA1523) (ACELT1617)

*'squidgy', 'astronomic', 'reckless', 'immense', 'colossal'*

- Write down the definitions of the above adjectives (describing words). Use each one in a sentence to describe a particular appearance or personality trait of a character or object.

### Literary Technique - Onomatopoeia:
Years 3 & 4 English: (ACELT1600) (ACELT1606) (ACELT1791) ❙ Years 5 & 6 English: (ACELA1512) (ACELT1611) (ACELT1617)

*"I suddenly felt myself falling through thin air, then: Thwump!"* (p.26).
*"The mammoth let out a haunting 'TRUUUUUMMMMMPPPPPPPP'"*(p.38).

- Onomatopoeia are words that represent, and imitate a sound.
  Highlight the onomatopoeia in the above lines. How does the author use this device to add an impact to the story?
- Make a list of onomatopoeia from this chapter. Some include, bang, toots, thump, squeal, pop, smashing, oof!, etc. Can you find any more?
- Draw a scene or a series of scenes including word sounds to represent the action.

### Literary Technique - Metaphors:
Years 3 & 4 English: (ACELT1594) (ACELT1603) (ACELT1599) (ACELT1605) (ACELY1680) (ACELY1692)
Years 5 & 6 English: (ACELA1518) (ACELT1609) (ACELT1795) (ACELT1611) (ACELT1615) (ACELT1617)

*"... his eyes looked like they were about to pop right out of his head."* (p.35)

- The author has used the metaphor to illustrate how Liam felt when he saw the gigantic, hairy mammoth standing in front of them. Although Liam's eyes were not literally going to pop out of his head, what does this tell you about how he felt? Is there another metaphor you can think of to describe the feeling of shock or surprise?

### Discussion Questions and Comprehension:
**Sibling relationship**

Max says, *"Finally, I thought, he's realized what an ignoramus he is for doing this to us again AND for nicking my stuff.* (p.35)

- What does this paragraph tell you about Max's relationship with Liam? How does Max rate Liam's intelligence and consideration for others? Do you consider Max's thoughts to be factual or opinion-based? Do you think his opinion of Liam might change throughout the book? Why or why not?

### Character Profile - Miss McBoob:
- What information / adjectives / traits has the author shared about Miss McBoob? (see p.28-29)
- Write a Character Profile report on Miss McBoob including details such as, appearance, work, personality, likes / dislikes, etc.
- What year did the brothers travel back in time to? Do you know what 'Age' this might be? How do you know?
- Who is 'Dren'? Why might she be an important character in the story?
- How have the characters shown teamwork?

# CHAPTER 4:

## Vocabulary:

Years 3 & 4 English: (ACELA1481) (ACELA1482) (ACELA1493) **|** Years 5 & 6 English: (ACELA1523) (ACELA1512) (ACELA1525)

*'mislaid', 'surged', 'deflated', 'snigger'*

- Write the definitions for the vocabulary terms. Discuss that these are verbs to describe a specific action or feeling. Brainstorm and list synonyms and shades of meaning for these verbs.

## Literary Technique - Idioms:

Years 3 & 4 English: (ACELT1599) (ACELY1680) (ACELY1692) **|** Years 5 & 6 English: (ACELA1518) (ACELT1611) (ACELT1617) (ACELY1698)

*"You'd lose your own head if it wasn't screwed on!"* (p.44)

- What is an idiom? What does the 'lose your own head' idiom mean? (ie. Lose control and not act in a calm way). Brainstorm other ways to describe this idiom.

## Discussion Questions and Comprehension:

- What are some of the things Liam has lost, according to Max?
- What does 'Cut me some slack' mean? Do you think Max is being hard on Liam for losing the phone?
- How does the author describe the cat from Shrinkle? What words are used to show what he's like?
- Brainstorm and write a list of some possible answers to the cat's first conundrum, and give reasons for your answers:

  *'Not the kind to sweep the floor,*
  *Nor use on messy hair.*
  *Add some paint to make a scene,*
  *So people stop and stare.'*

# CHAPTER 5:

## Vocabulary:

Years 3 & 4 English: (ACELA1493) (ACELA1498) **|** Years 5 & 6 English: (ACELA1508) (ACELA1512)

*'bracken', 'eerily', 'sinisterly', 'murky', 'bustled'*

- Find and write the definitions of these terms and use them all in one or two related sentences.

## Literary Technique: Show, Don't Tell

Years 3 & 4 English: (ACELA1482) (ACELA1493) (ACELT1594) (ACELT1596) (ACELT1599) (ACELT1605) (ACELT1791)
Years 5 & 6 English: (ACELA1508) (ACELA1523) (ACELA1525) (ACELT1617)

*"Dren cautiously took a bite, then looked at Liam in surprise. Her entire face lit up with pleasure. It was like watching the lights on a Christmas tree switch on!"* (p.66)

- How does the language used 'show' the reader how the character is feeling, rather than simply 'telling' us? What words show how Dren's feelings change from minute to the next? How is this more effective than writing, 'Dren enjoyed the chocolate'? Write another sentence 'showing' a character excited by the taste of something delicious.

## Discussion Questions and Comprehension:

- How sensibly do you think Max reacted about being taken into the cold, dark cave with Dren? If this was a real-life situation, would you feel the same way? Why or why not?
- What comparisons can you make between the way Dren finds food and keeps warm in the Stone Age, and how we obtain food and keep comfortable today? Complete a Venn Diagram to compare the similarities and differences.

- How do the illustrations show the characters' thoughts and emotions through body language and facial expressions? What else do you notice about the surroundings?
- What is the answer to the cat's first riddle? Did you guess it? Write another riddle for a friend to solve with the same answer (brush).

## CHAPTER 6:

### Vocabulary:
Years 3 & 4 English: ([ACELA1493](#)) ([ACELA1498](#)) (ACELT1596) | Years 5 & 6 English: ([ACELA1512](#)) ([ACELA1523](#))

*'savages', 'gladiator', 'barbarian', 'toga'*

- Discuss the definitions of the terms above. Find more in the chapter or add your own vocabulary terms that relate to the Roman times / Middle Ages.

### Discussion Questions and Comprehension:
- What is the atmosphere like in this new world? What words in the text tell you? What do you notice in the illustration?
- Look up the meaning of the word 'Latrina'. Draw a picture of what you think this might have looked like.
- What does Max think is dangerous about the gladiator's ring?
- What might happen next?

## CHAPTER 7:

### Vocabulary:
Years 3 & 4 English: ([ACELA1485](#)) ([ACELA1826](#)) ([ACELA1779](#)) ([ACELA1828](#)) ([ACELT1791](#)) | Years 5 & 6 English: ([ACELA1513](#)) ([ACELA1829](#)) ([ACELA1830](#))

*'suspiciously', 'delicious', 'anxiously'*

- Identify the common spelling pattern ('ious') in the terms above. Break down the words into sounds or syllables. List other words with similar spelling or phoneme patterns.

### Literary Technique - Metaphors:
Years 3 & 4 English: ([ACELT1594](#)) ([ACELT1596](#)) ([ACELT1603](#)) ([ACELY1680](#)) ([ACELY1692](#))
Years 5 & 6 English: ([ACELT1609](#)) ([ACELT1795](#)) ([ACELT1611](#)) ([ACELT1615](#)) ([ACELT1617](#)) ([ACELY1699](#))

*"My tummy tied itself into a figure-of-eight loop knot."* (p.80).

- A metaphor is a figure of speech to represent an object or action symbolic of something else. How does this metaphorical line symbolise how Max is feeling when he first meets Titus?
- Turn to a friend and share a time you felt your tummy 'tied into a figure-of-eight-loop knot'. What happened? Write your own metaphorical sentence to express your feelings in that moment. Be creative with your metaphor!

### Discussion Questions and Comprehension:
- Have you heard of the language 'Latin' before? What can you find out about Latin and the origin of some terms, such as the vocabulary words or others from the chapter? (ACELA1526)
- Why does Max say, 'Boy, did I regret asking what a latrina is.'?
- Write down the points made about the 'latrina' on page 84. For example, sitting together to do business, it stinks, rats crawl up, dirty tersoria. Use a Ranking Ladder to decide what order you would place these from best to worst. Justify your answers.
- What is a motto? What do you think of Liam's motto: "If you're already late, take your time. You can't be late for something twice!'"? Do you have a life motto?

## CHAPTER 8:

### Vocabulary:

Years 3 & 4 English: (ACELA1482) (ACELA1484) (ACELA1493) (ACELA1495) (ACELA1498) | Years 5 & 6 English:  (ACELA1512) (ACELA1523)

*'hysterically', 'eagerly', 'sympathetically', 'literally', 'nervously', 'indignantly'*

- These terms are adverbs (describing an action). Use these in your own sentences. Make a list of more adverbs or find some in the text.

### Literary Technique - Idioms:

Years 3 & 4 English:  (ACELT1599) (ACELY1680) (ACELY1692) | Years 5 & 6 English: (ACELA1518) (ACELT1611) (ACELT1617) (ACELY1698)

*"'All right, all right, keep your pants on!' the cat purred, curling its lips."* (p.95)

- What does the idiom, 'keep your pants on' mean? (ie. Be calm or patient). What are some other idioms about staying calm? Make your own meme with your favourite saying and an image to match/contrast. Examples include, *'keep your cool'*, *'keep your hair on'*, *'keep your shirt on'*, *'don't get your knickers in a knot'*, *'get a grip'*, and so on.

### Discussion Questions and Comprehension:

- What is the answer to the second riddle? Where are the boys planning on finding this object?
- Why does Liam's watch mean so much to him? Why is Max surprised that Liam would give it away?
- What happened to Puddles? What do you think will happen in the next chapter?

## CHAPTER 9:

### Vocabulary:

Years 3 & 4 English: (ACELA1780) (ACELA1485) (ACELA1486) (ACELA1826) (ACELA1779) (ACELA1828) (ACELT1791)
Years 5 & 6 English: (ACELA1512) (ACELA1513) (ACELA1523) (ACELA1829) (ACELA1830)

*'brilliant'*, as in *"'Liam, that was brilliant!' I gasped."* (p.114)
*'scrambled'*, as in *"I scrambled after him, leaping wildly over crates and through a labyrinth of togas hanging from washing lines zigzagging across the narrow street."* (p.114)

- These terms are homonyms (words that share the same spelling and pronunciation but have different meanings). Use these words in your own sentences to show two meanings for each word. Can you find more homonyms in the text, or add your own to a list?
- Create a graphic showing the differences between homonyms, homophones and homographs, and students provide examples of each.

### Discussion Questions and Comprehension:

**Sibling relationship**

*"I couldn't lose him. He might be the worst brother in the world for getting us into this mess. But he was MY brother."* (p.115)

- How has Max changed his opinion or perspective about Liam in this chapter?

**Teamwork**

- How are the brothers working better as a team in this chapter?
- What strategies / problem solving skills did they use to get themselves out of trouble?

**Max's facts**

- Discuss the meanings of the following terms, and what facts you learned about them:
  *'amphitheatre', 'fulloncia', 'fullo', 'grammaticus'*
- Where, or when, do you think Max and Liam are going to next?

# CHAPTER 10:

## Vocabulary:
Years 3 & 4 English: (ACELA1482)(ACELA1493) (ACELA1498) | Years 5 & 6 English:  (ACELA1512) (ACELA1523) (ACELA1525)

*'gagged', 'spluttered', 'crushed', 'sighed', 'baffled'*

- Discuss the meanings of these emotive verbs. Write all of these in a sentence or short story, and illustrate. Find more emotive verbs in the text.

## Literary Technique - Amplification:
Years 3 & 4 English: (ACELA1484) (ACELA1495) (ACELA1498) (ACELT1791) (ACELT1606) (ACELY1680)
Years 5 & 6 English: (ACELA1508) (ACELA1512) (ACELT1611) (ACELA1523) (ACELT1800)

Amplification is the technique of embellishing a simple sentence with more details to increase its significance.

*"Ugh!' I gagged as the nostril-burning stench of fresh horse poo hit my nose before I dared open my eyes. I sucked in a deep breath to settle my nerves, spluttered with the tummy-flipping smell, then cautiously peeked open one eye. I was sitting on thick grass and my left hand was squidged deep into a massive pile of manure."* (p.120)

- Write a simple sentence that sums up the main idea of this passage. For example, *'The stench of the fresh pile of horse manure made me gag.'*
  Now, choose another simple sentence from the chapter and amplify it!

## Discussion Questions and Comprehension:
- What time period and event have Max and Liam entered in this chapter?
- What were some of the emotions felt during this chapter? In which parts? How does the author use language and pace to keep with the action and emotion?
- What major realisations has Max come to? How does he react? Do you think his feelings (especially about his Mum and history teacher) are justified? Why or why not?
- What do you notice about the emotion in the illustration? What is the illustrator trying to convey?

# CHAPTER 11:

## Vocabulary:
Years 3 & 4 English: (ACELA1493) (ACELA1498) (ACELT1599) | Years 5 & 6 English: (ACELA1508) (ACELA1512) (ACELA1523) (ACELT1617)

*'beautiful', 'aggressive', 'matted''*

- Write down the definitions of the above adjectives (describing words). Use each one in a sentence to describe a particular appearance or personality trait of a character or object.

## Discussion Questions and Comprehension:
- What are the three things Liam has done to Max that are worse than setting up their Mum with Mr Longnose? Create an imaginative Ripple Effect Diagram to show how one action might lead to a series of consequences.

  For example, his name scrawled on the bathroom mirror in permanent marker > cleaning detention > broke the mirror while cleaning > cursed for seven years > ….

- What is required in the last challenge by the cat? What do you think the answer is?
  (See below for an experiment of the Science of Rainbows)
- Do you think the girl is dangerous? How can you tell?

## CHAPTER 12:

### Vocabulary:
Years 3 & 4 English: (ACELA1493) (ACELA1495) (ACELA1498) (ACELA1482) (ACELA1484)
Years 5 & 6 English: (ACELA1508) (ACELA1512) (ACELA1523) (ACELA1525) (ACELT1617)

*'agonizingly', 'remedies', 'despondently', 'yanking', 'traitor', 'solemn', 'embroidered', 'tapestry'*

- With a partner, sort the vocabulary terms into the following categories: nouns, verbs, adjectives, adverbs. Add more interesting words to these lists from this chapter.

### Literary Technique - Similes:
Years 3 & 4 English: (ACELT1599) (ACELT1605) (ACELT1791) (ACELY1680) (ACELY1692) **|** Years 5 & 6 English: (ACELA1518) (ACELT1611) (ACELT1617)

*"I felt like one of the frozen pieces on the chessboard."* (p.149)
*"Matilda was wobbling like a jellyfish."* (p.149)

- A simile is a figure of speech comparing one thing with another of a different kind, using words such as 'like', 'so', 'as' than'. Considering the feeling of 'nervousness', create your own simile by finishing the sentence, 'I felt as … as …"
- Illustrate your sentence.

### Discussion Questions and Comprehension:
- Who is Matilda, and what did you learn about her?
- How does Liam demonstrate the features of the sticky tape? What do you think might have been going through Max's mind?
- Brainstorm some strategies, other than tape, for fixing a broken chess piece. What could you use in today's times, and what could have been used in the Middle Ages?

## CHAPTER 13:

### Vocabulary:
Years 3 & 4 English: (ACELA1826) (ACELA1828) (ACELA1493) (ACELA1498) **|** Years 5 & 6 English: (ACELA1513) (ACELA1830) (ACELA1508) (ACELA1512)

*'wheezed', 'elated', 'wizards'*

- How many rhyming words can you think of for each of the above vocabulary words? Write these as a list.

### Literary Technique - Allusion:
Years 3 & 4 English: (ACELT1599) (ACELT1605) (ACELY1680) (ACELY1692)
Years 5 & 6 English: (ACELA1508) (ACELA1518) (ACELA1523) (ACELT1611) (ACELT1617)

- An allusion is an indirect reference to another figure, event, place, or work of art that exists outside the story. Allusions are made to famous subjects so that they don't need explanation—the reader should already understand the reference.
- The chapter gives references to the themes of 'music' and 'wizards', as well as naming the franchise, 'Harry Potter'. Can you name some of the other popular brands / franchises / famous references that have been mentioned throughout the whole book so far?

### Discussion Questions and Comprehension:
- What actions, or verbs, can you use to explain how Liam helped Matilda in this chapter?
- What adjectives would you use describe Liam?
- What words 'show' the reader how Max feels when he realises the phone battery is running low?
- Do you think they will be able to solve the rainbow riddle in time?

## CHAPTER 14:

### Vocabulary:
Years 3 & 4 English: ([ACELA1485](#)) ([ACELA1826](#)) ([ACELA1779](#)) ([ACELA1828](#)) ([ACELT1791](#)) | Years 5 & 6 English: ([ACELA1513](#)) ([ACELA1829](#)) ([ACELA1830](#))

*'narrow', 'window', 'rainbow'*

- Identify the common spelling pattern ('ow') in the terms above. Break down the words into sounds or syllables. List other words with similar spelling or phoneme patterns.

### Discussion Questions and Comprehension:
- Max is most likely feeling 'pessimistic' about being locked in the cell. What does this mean, and what parts of the text show you this?
- How does Max realise the answer to the riddle (what is at the end of a rainbow)?
- Do you think he is still doubtful? What is the opposite of pessimistic?

## CHAPTER 15:

### Vocabulary:
Years 3 & 4 English: ([ACELA1493](#)) ([ACELA1498](#)) ([ACELT1596](#)) | Years 5 & 6 English: ([ACELA1512](#)) ([ACELA1523](#))

*'quill', 'meme', 'uploaded', 'glitched'*

- Discuss the definitions of the terms above, and divide them into columns, Then and Now. Add your own vocabulary terms that relate to writing / computer technology in the Middle Ages and the present.

### Discussion Questions and Comprehension:
**Changes over time**
([ACELA1475](#)) ([ACELA1487](#)) ([ACELA1500](#))

*"I can try to fashion thee one but it will not be swift."* (p.168) – What does Matilda mean by this statement?

- Discuss the 'old English' language, and how it differs from today's modern dialect. Why do you think speech and forms of language have changed over time?
- Also, how has writing, writing implements and graphics / technology changed over time?
- Complete a Venn Diagram to compare the similarities and differences between either speech or writing / graphics from then and now.
  (See below for an experiment of the Science of Invisible Ink)

## CHAPTER 16:

### Vocabulary:
Years 3 & 4 English: ([ACELA1493](#)) ([ACELA1498](#)) ([ACELT1599](#)) | Years 5 & 6 English: ([ACELA1508](#)) ([ACELA1512](#)) ([ACELA1523](#)) ([ACELT1617](#))

*'mulchy', 'vivid', 'carnivorous'*

- Use each of the above adjectives (describing words) in a sentence or two to describe the prehistoric scene.

### Literary Technique - Visual Imagery:
Years 3 & 4 English: ([ACELT1594](#)) ([ACELT1599](#)) ([ACELT1605](#)) ([ACELY1680](#)) ([ACELY1692](#)) | Years 5 & 6 English: ([ACELT1611](#)) ([ACELT1617](#)) ([ACELY1699](#))

*"I was uncomfortably sticky and hot. It was a bit like sitting in the middle of an enormous, fresh cow pat. " ... "Surrounding the nest of eggs were lush plants and oversized leaves. Vivid green vines looped down from high branches and a continual babble of insect chirps, cheeps and shrieks echoed creepily from all directions."* (p.175)

- Imagine this scene in your mind. Highlight the specific parts of the language that show the reader what the atmosphere looks, feels and sounds like.
- Write about the giant dragonfly using visual imagery techniques for a partner to illustrate.

### Discussion Questions and Comprehension:
- Find some words in the chapter that are in the same word family as 'big'.
- What is the LARGE surprise for the brothers?
- Max is blaming Liam for their situation. Is this helpful or unhelpful? What could Max say to himself to feel better or try to solve the problem?

## CHAPTER 17:

### Vocabulary:
Years 3 & 4 English: (ACELA1482) (ACELA1493) ▌Years 5 & 6 English: (ACELA1523) (ACELA1512)

*'frantically', 'massive', 'whispered', 'gobsmacked'*

- Write the definitions for the vocabulary terms. Brainstorm and list antonyms (opposing meaning) for these words and rewrite the following sentences with an appropriate antonym for each underlined word. How does this change the meaning of the sentence?
  *"Without looking back, I frantically followed as the massive dinosaur shoved its huge head in after me." (p.186)*
  *"'Wow,' Liam whispered, gobsmacked." (p.190)*

### Discussion Questions and Comprehension:
- What are the facts, creative thinking, positive and negative points about the scene with the Neovenator?
- Write your answers on a chart using the Six Thinking Hats (white: facts, red: emotions, yellow: benefits, green: creative thinking, blue: process, black: challenges).

**Sibling relationship**
- How are Liam and Max supportive of each other in this chapter? Do you think Max will always be kind to his brother going forward? Justify your answer.
- Do you have a sibling, and how do you comfort or encourage them in times of need?

## CHAPTER 18:

### Vocabulary:
Years 3 & 4 English: (ACELA1478) (ACELA1482) (ACELA1491) (ACELA1493) (ACELA1498)
Years 5 & 6 English: (ACELA1512) (ACELA1523) (ACELA1525) (ACELA1507) (ACELA1522)

*'scoffed', 'shrieked', 'tensing', 'searing', 'fizzing'*

- Discuss the meanings of these emotive verbs. Write each of these in a compound or complex sentence, making sure to use the correct tense.
  For example, 'scoffed' and 'shrieked' are past tense (eg. Max scoffed at Liam, while he scanned the ground for a tooth.), and 'tensing', 'searing' and 'fizzing' are present tense (eg. Max is imagining the dinosaur searing off his hands, which made his body tense.).

### Literary Technique - Show, Don't Tell:
Years 3 & 4 English: (ACELA1482) (ACELA1493) (ACELT1594) (ACELT1596) (ACELT1599) (ACELT1605) (ACELT1791)
Years 5 & 6 English: (ACELA1508) (ACELA1523) (ACELA1525) (ACELT1617)

*"Then the dinosaur's gigantic glassy eye flickered open and locked onto us. I let out a silent scream, my legs turning instantly to jelly." (p.199)*

- How does the language used 'show' the reader how the character is feeling, rather than simply 'telling' us? What words show Max's feelings with his actions?
- Write another sentence 'showing' how Max is scared.

## Discussion Questions and Comprehension:
- What parts of this chapter surprised or excited you?
- Draw the energy / movement of this chapter as a wavy (ascending and descending) line.
  For example, Everything is silent, then a sharp rise as they pull out the tooth, fall as the tooth comes out, rise again when the dinosaur opens its eye, fall with the relief of not being in danger, rise slightly when the phone drops, and fall when they upload the image.
- Did the brothers work together effectively in this chapter?

## CHAPTER 19:

### Vocabulary:
Years 3 & 4 English: (ACELA1478) (ACELA1482) (ACELA1491) (ACELA1493) (ACELA1498)
Years 5 & 6 English: (ACELA1508) (ACELA1512) (ACELA1523) (ACELA1525) (ACELA1507) (ACELA1522)

'earnestly', 'tenderly', 'expertly', 'breathlessly', 'approximately', 'wistfully'

- Use each of these adverbs in a complex sentence.
- Write down the base word (an adjective) for each term.
  For example, earnestly – earnest, tenderly – tender, expertly – expert, and so on.

### Discussion Questions and Comprehension:
- In a table with the headings, 'Age / Period', 'Character', 'Event', write a summary of Max and Liam's encounters – when, who, what, where, why. These should include the Stone Age with Dren, Roman Britain with Titus, the Middle Ages with Matilda, and the dinosaur age with the Neovenator.
- What has Max learned the most about himself, history and his family?
- How do you think Max felt about missing the online tournament for Demolition Moon?
  How do you feel about the conclusion of the story? Has it left you wanting more?

### Further Discussion Questions:
Years 3 & 4 English: (ACELT1596) (ACELT1603) (ACELT1599) (ACELT1605) (ACELY1680) (ACELY1692)
Years 5 & 6 English: (ACELT1608) (ACELT1613) (ACELT1609) (ACELT1610) (ACELY1699) (ACELY1703) (ACELY1713) (ACELY1801)

- What are the main themes of the story? What important messages does the author intend to portray?
- What did you learn about Max and Liam's new friends in the story, Dren, Titus and Matilda (and the Neovenator)?
- Who were the enemies, and how did they create challenges for the brothers?
- What was significant about their time (or Age) and what Max and Liam left behind?
- How did Max behave or react to difficult situations as the result of Liam's actions throughout the book? How did his feelings and attitude towards Liam change from the beginning to the end of the story?
- How did Max's feelings about his Mum and Mr Longnose change by the end of the story? Why do you think he didn't want her to date him at the start? What did he realise was more important? How did he come to this realisation?
- How did the game help Max overcome his own doubts and fears?
- What did you learn about teamwork? What were the best examples of teamwork in the story? How did the brothers build their relationship and achieve their goals by working together?
- Do you think Miss McBoob was responsible for leaving the phone with the Glitched app for the boys to find? Why do you think she might have done this?

- How do you think the game was created? What do you know about programming or writing data? •
- What did you learn about gaming and/or computers?
- What did you learn about the changes in technology over time? Find out more about the types of games and implements that were used in each period in history.
- How do the different games, Shrinkle and Glitched, compare? What aspects were similar and what were different? Do you think the cat's riddles were easier or harder this time?
- What do you like about the illustrations and graphics throughout the book? How do they portray the worlds the boys found themselves in? How do they convey humour and emotions? What kind of style or artistic media do you think the author-illustrator has used, and is this suitable for the nature of this story?
- Were there any particular formatting techniques used that helped you follow the story effectively? For example, the changing battery levels at each chapter introduction, the dot points, bold and italicised lettering?
- Did you find the dialogue between the characters realistic? Why or why not?
- What aspects of the story did you find the most humorous? Why?
- Do you have a favourite scene from the story? Why this one?
- Do you like studying history? Did the Glitched app help you to understand and enjoy learning about the past?
- Would you play Glitched? Do you like to solve riddles? Brainstorm some ideas for your own version of Glitched.
- What do you think will happen after this story ends? Do you think the boys might play this game again to visit their new friends (and enemies), or will there be another?
- How important is screen time to you? Discuss why screen time should be limited or not, and what would be a reasonable amount of time on devices in your household. Has your view changed over time?

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## CHARACTERS:

Max

Liam, younger brother

Mum

Clio, baby sister

Miss McBoob, neighbour and babysitter

Declan, next door's cat

Dren

Titus

Matilda

Mr Longnose

Neovenator

Other supporting characters

- Who is your favourite character? Why?
- Who is your least favourite character? Why?

## Character Analysis

Years 3 & 4 English: ([ACELA1493](#)) ([ACELA1498](#)) ([ACELT1594](#)) ([ACELT1604](#)) ([ACELT1605](#)) ([ACELT1791](#)) ([ACELT1794](#)) ([ACELY1680](#)) ([ACELY1692](#))
Years 5 & 6 English: ([ACELA1508](#)) ([ACELA1524](#)) ([ACELA1525](#)) ([ACELT1611](#)) ([ACELT1612](#)) ([ACELT1800](#)) ([ACELY1703](#)) ([ACELY1713](#)) ([ACELY1704](#)) ([ACELY1714](#))

- Use the following acronym (STEAL) to identify features of Max or another chosen character from *Game On: Glitched*. Find parts of the text to show the way they **S**peak, **T**hink, **E**ffect on others, **A**ct and **L**ook.

  **Speech** – what does the character say? How do they speak?
  **Thought** – what are the character's thoughts and feelings?
  **Effect on others** – how do people react to the character?
  **Actions** – what does the character do?
  **Looks** – what does the character look like?

- Choose a character to create a character profile page, including a name, picture, adjectives / descriptive language to describe their appearance, personality traits, interests, dislikes, and so on.
- Use the STEAL method to develop your own character when writing a narrative.

## Structure Format / Writing Style:

### Writing style: Fantasy genre

The fantasy genre is revealed in the second chapter, where the brothers are in the bath with the discarded phone, they suddenly glitch and are transported into the game and back in time.

*"All I could make out was Liam's shocked face as he started glitching, in real life. He half-disappeared then reappeared, and there was a weird kind of electronic buzzing but I couldn't tell where it was coming from. I called out, but my voice sounded like it was a million miles away and then everything went really still and pitch black." (p.22).*

- Is virtual reality possible? Yes. Is real life glitching into a game and travelling back in time possible? No. Discuss how games, books and movies use elements of 'reality' to create 'fantasy' worlds. Can you think of any other sci-fi stories about time travel?
- What part of this fantasy concept do you enjoy the most?

### Structure Format

- The beginning and ending of each chapter keep the reader engaged throughout, with rising action and emotive language. For example:
  **Beginning:** *"I suddenly felt myself falling through thin air, then: Thwump!"* (Ch.2, p.26).
  **Ending:** *"'Liam,' I said, my voice ice-cold. 'Where the heck is the phone?'"* (Ch.2, p.40).
- How does the 'hook' of the opening and closing lines of a chapter assist in structuring a narrative?
- The author has included dot points at various intervals for easy navigation throughout the text and to give reference to the points that Max likes to make on certain subjects, especially his feelings. For example:

  *"That was it. We were finished.*
  - *The phone was going to run out of battery.*
  - *We were trapped forever in the Middle Ages, and now we were prisoners UNDER THE MOUND.*
  - *We'd probably rot to death there or get eaten by rats.*
  - *I'd NEVER get to play Demolition Moon again. Or be in the online tournament. Or make it up with Mum"* (p.163)

- In what types of texts have you seen dot points used? (Lists, planning documents, information texts, procedural texts, advert copy, etc)
- What is the purpose of utilising dot points in these texts? (They help keep the information clear and straight forward)

## ACTIVITIES:

### THEMES

#### Family relationships:
- What can you sense about Max's feelings for Liam throughout the story? Can you find some particular references that tell the reader what Max thinks of his brother?
- In which part/s does Max realise the importance of family? (Chapter 17)
- Does this mean that his favourite games are not important anymore? Discuss.

*"It suddenly struck me that the very last words I'd said to Mum before we disappeared from the twenty-first century were that I never wanted to talk to her again."* (p.122)
- Write a reflective account about a time you had bad feelings about one of your family members, or said something you regret. What happened? What emotions did you feel? What strategies helped you to feel better? How did the problem resolve in the end?

#### Comedy:
- Discuss how the author uses humour to show the characters' personalities or quirks, or funny events that happened in the story. What language techniques work well to create humour? What kind of comedy would you describe this as?
- How does this keep the reader engaged?
- Write and/or draw about your favourite humorous scene from the book, or create your own (eg. a meme or comic strip). Think about how the language and images work together.

#### Teamwork:
- How important is it to have trust and fairness in a partnership when it comes to working together as a team?
- What are the benefits to working or playing in a team?
- Could Max's negative feelings towards Liam hindered their ability to work collaboratively?
- How did the brothers improve in their teamwork throughout the story?
- What kinds of creative thinking skills and strategies did each brother use to overcome their challenges? For example, when Liam flashed the camera light into the guard's eyes, or when he played the music app in Matilda's pocket to impress the Earl.
- Type and print some dot points about one of the situations in which the characters worked well as a team. Did they listen to each other's ideas, share responsibilities, take turns, say encouraging words?
- Use a Y-Chart (Looks Like, Feels Like, Sounds Like) to demonstrate the senses felt during the particular situation.

#### Self-belief:
- How did Max doubt his abilities, particularly with regards to writing the history essay?
- Were there any other aspects in the story that Max could have been more optimistic about?
- How did he show that he can have confidence and belief in himself to overcome challenges? Why is this important?
- On a hand outline (like in the caves), write five self-affirming things about yourself.

#### Forgiveness:
In the beginning, Max believed that Liam 'ruined his life'. Despite Max's hard feelings towards him, Liam shows resourcefulness to save their lives, and Max realises forgiveness is more important than holding onto anger.
*"I couldn't lose him. He might be the worst brother in the world for getting us into this mess. But he was MY brother."* (p.115)
- How, and when, has Max demonstrated that he has reflected on his previous thoughts and feelings about his brother?

- Even though he still finds Liam maddening or annoying, has he forgiven him for setting up their Mum with Mr Longnose? How do you know?
- How important is forgiveness? Do you believe Max has shown forgiveness for the things that made him angry, and even forgiven himself for what he said to his Mum? Do you believe the brothers' relationship will be different from now on? In what ways, and what kinds of things will most likely stay the same?
- Role play different scenarios with a partner about forgiveness (forgiving them and yourself). For example, your friend broke your watch, your brother took your clothes without asking, you said something unkind to your mother, and so on. What would each person need to say to mend the hurt?

## WRITING ACTIVITIES

### Narrative writing

Years 3 & 4 English: (ACELA1491) (ACELA1492) (ACELA1498) (ACELT1601) (ACELT1791) (ACELT1607) (ACELT1794) (ACELY1682) (ACELY1683) (ACELY1694) (ACELY1695)

Years 5 & 6 English: (ACELA1505) (ACELA1522) (ACELA1523) (ACELA1525) (ACELT1611) (ACELT1612) (ACELT1798) (ACELT1618) (ACELT1800) (ACELY1701) (ACELY1704) (ACELY1705) (ACELY1714) (ACELY1715)

- Use the building blocks of writing to create great pieces of writing.
  Reference: www.sevenstepswriting.com/what-are-the-seven-steps

**Step 1:** *Plan for Success* – brainstorm ideas, concepts, themes and plotlines.

**Step 2:** *Sizzling Starts* – start at an exciting moment to grab the reader's attention.

**Step 3:** *Tightening Tension* – create tension and drama with a problem, build up momentum so the strongest challenge comes last, then the character can triumph in the end.

**Step 4:** *Dynamic Dialogue* – get to know your characters as they talk, walk and even stalk. Quotes from experts or celebrities can be powerful.

**Step 5:** *Show, Don't Tell* – use the characters actions to show the reader their personality and feelings.

**Step 6:** *Ban the Boring* – ban boring events like bed, breakfast, bus trips. Make sure each sentence is engaging and important to the story.

**Step 7:** *Exciting Endings* – the end should have a punchline, like a joke. It could be a call to action, plot twist or leave the reader with a question and a lasting impression.

- Idea 1: Write a narrative with yourself in Max and Liam's place, where you have travelled back in time to different eras via a virtual reality gaming app. Where, and to what Age would you go? What would be your mission? Who would be in the game with you? How would you work together? Who and what challenges would you face? How would you tighten the plot tension? What exciting ending occurs? Make sure to include a range of literary devices, humour and figurative / descriptive language. Re-read, edit and share.
- Idea 2: Write another sequel for the Game On series. What would the game's world look like this time? Will there be new riddles to solve? What happens in this adventure?

### Gaming App Development: Creative Writing

Years 3 & 4 English: (ACELA1478) (ACELA1479) (ACELA1490) (ACELA1491) (ACELA1492) (ACELA1793) (ACELA1494) (ACELA1496) (ACELA1498) (ACELT1596) (ACELT1603) (ACELT1604) (ACELT1601) (ACELT1791) (ACELT1607) (ACELY1675) (ACELY1676) (ACELY1688) (ACELY1678) (ACELY1690) (ACELY1691) (ACELY1682) (ACELY1694)

Years 5 & 6 English: (ACELA1504) (ACELA1505) (ACELA1518) (ACELA1522) (ACELA1523) (ACELA1524) (ACELA1525) (ACELT1608) (ACELT1613) (ACELT1609) (ACELT1610) (ACELT1611) (ACELT1612) (ACELT1798) (ACELT1618) (ACELT1800) (ACELY1699) (ACELY1709) (ACELY1704) (ACELY1707) (ACELY1714) (ACELY1717)

- Students can brainstorm different ideas for a new gaming app. Students can work in small groups to plan each part of the game, including characters, obstacles, prizes, scenery, goals, and so on.

The completed article should include the 5W+H (who, what, when, where, why, how), an enticing introduction about the features and purpose of the game, dot points to clarify rules and guidelines, and a conclusion to sum it up and what the players will get out of the game. Students should use interesting language (maybe even some jokes and riddles), and drawings or graphics to support the text.

## Persuasive Text

Years 3 & 4 English: (ACELA1478) (ACELA1490) (ACELA1793) (ACELT1596) (ACELT1603) (ACELT1791) (ACELT1607) (ACELY1675) (ACELY1678) (ACELY1680) (ACELY1690) (ACELY1692) (ACELY1682) (ACELY1685) (ACELY1694) (ACELY1697)
Years 5 & 6 English: (ACELA1504) (ACELA1518) (ACELA1522) (ACELA1524) (ACELA1525) (ACELT1613) (ACELT1609) (ACELT1795) (ACELT1615) (ACELT1610) (ACELT1612) (ACELT1798) (ACELT1618) (ACELT1800) (ACELY1698) (ACELY1701) (ACELY1703) (ACELY1711) (ACELY1713) (ACELY1801) (ACELY1704) (ACELY1714)

*"But to get their togas really clean, the fullo collects people's wee, then gets paid to dunk stinky, sweat-covered togas into it to 'clean' them. I am never complaining about Mum making me throw my dirty socks in the washing machine again."* (p.115).

- Students write a persuasive article to argue, for or against, on the topic of either; 'Parents are responsible for my dirty clothes', or 'Urine is a beneficial cleaning product'. They need to include an introductory paragraph with their opinion, supporting arguments and a conclusion to sum up their reasoning.
- Alternatively, students could consider writing about the benefits and/or disadvantages of screen time, particularly with reference to social, emotional and physical health.

# HUMANITIES AND SOCIAL SCIENCES

## Information Report

Years 3 & 4 English: (ACELA1478) (ACELA1490) (ACELA1793) (ACELT1596) (ACELT1603) (ACELT1791) (ACELT1607) (ACELY1675) (ACELY1678) (ACELY1680) (ACELY1690) (ACELY1692) (ACELY1682) (ACELY1685) (ACELY1694) (ACELY1697)
Years 3 & 4 HASS: (ACHASSI052) (ACHASSI073) (ACHASSI053) (ACHASSI075) (ACHASSI076) (ACHASSI056) (ACHASSI078) (ACHASSI058) (ACHASSI059) (ACHASSI081) (ACHASSI082) (ACHASSK063) (ACHASSK084) (ACHASSK086)
Years 5 & 6 English: (ACELA1504) (ACELA1518) (ACELA1522) (ACELA1524) (ACELA1525) (ACELT1613) (ACELT1609) (ACELT1795) (ACELT1615) (ACELT1610) (ACELT1612) (ACELT1798) (ACELT1618) (ACELT1800) (ACELY1698) (ACELY1701) (ACELY1703) (ACELY1711) (ACELY1713) (ACELY1801) (ACELY1704) (ACELY1714)
Years 5 & 6 HASS: (ACHASSI094) (ACHASSI122) (ACHASSI095) (ACHASSI124) (ACHASSI097) (ACHASSI098) (ACHASSI099) (ACHASSI128) (ACHASSI101) (ACHASSI102) (ACHASSI131) (ACHASSI132) (ACHASSI105) (ACHASSK106) (ACHASSK107) (ACHASSK110) (ACHASSK134)

- Students choose an era or Age in history to research and write an essay or report on. These could include prehistoric times, the Stone Age, Roman Britain, the Middle Ages or a period in history of their choice.
- Alternatively, students could research the history of their own town or country and indigenous peoples, and even visit their local museum or council area for additional experiences.

The report needs to include:
- a title
- introduction stating the main idea of the topic
- several sub-headings including interesting facts such as games, traditions and customs, clothing, artefacts, famous navigator / trail-blazer, etc.
- conclusion summing up the article, a final thought or suggestion for further study.

- The information could be presented in a way that represents the time (ink on paper, a model or diorama), or as a technically advanced digital presentation (or a combination of both).

# DRAMA ACTIVITIES

## Exploring Tone in Dialogues / Script Writing

Years 3 & 4 Drama: (ACADRM031) (ACADRM032) (ACADRM033) | Years 5 & 6 Drama: (ACADRM035) (ACADRM036) (ACADRM037) (ACADRR038)

- Choose a scene of dialogue between Max and Liam from Game On: Glitched.
  1. Read the speech with a partner, making sure to use an expressive tone of voice.
  2. Read the speech again, this time change the tone in your voice (eg. from upbeat to dramatic, or from genuine to sarcastic). How does this change the 'feel' of the story?
  3. Re-write the dialogue with a different tone. How will you re-phrase their words?

## Game On: Glitched Theatre Show

Years 3 & 4 Drama: (ACADRM031) (ACADRM032) (ACADRM033) (ACADRR034) | Years 5 & 6 Drama: (ACADRM035) (ACADRM036) (ACADRM037) (ACADRR038)

- In groups, students create a 5 – 10 minute 're-telling' or theatre show of their favourite / most significant parts of the book. They can wear or produce their own props and costumes. Focus on demonstrating emotion. Will they use any special effects, music, imagery, etc to accompany their performance?

## Stand Up Comedy Show

Years 3 & 4 Drama: (ACADRM031) (ACADRM032) (ACADRM033) (ACADRR034) | Years 5 & 6 Drama: (ACADRM035) (ACADRM036) (ACADRM037) (ACADRR038)

- Students might like to write and perform a comedy act, referencing a similar humour as in the book, or involving the audience with riddles to solve.

# VISUAL ARTS / DIGITAL TECHNOLOGIES ACTIVITY

## Digital Graphics

Years 3 & 4 Art: (ACAVAM110) (ACAVAM111) (ACAVAM112) (ACAVAR113) | Years 5 & 6 Art: (ACAVAM114) (ACAVAM115) (ACAVAM116) (ACAVAR117)
Years 3 & 4 Digital Technologies: (ACTDIK007) (ACTDIP009) (ACTDIP010) (ACTDIP011) (ACTDIP013)
Years 5 & 6 Digital Technologies: (ACTDIK014) (ACTDIP018) (ACTDIP019) (ACTDIP020) (ACTDIP022)

- Experiment with digital technologies, such as Paint, Photoshop, Sketchbook, Procreate, etc, to explore the writing / painting implements and to create a visual virtual reality scene, or a period in history from the book. Experiment with the use of light and shade, and perspective. What art techniques and small details will add interest and variety to your image? Explore other artworks and graphics for inspiration.

## Nature's Artefacts

Years 3 & 4 Art: (ACAVAM110) (ACAVAM111) (ACAVAM112) (ACAVAR113) | Years 5 & 6 Art: (ACAVAM114) (ACAVAM115) (ACAVAM116) (ACAVAR117)

- Utilise a range of natural materials, such as clay, grass, twigs, sand, leaves, paper, etc, in addition to different tools like brushes, carving implements, quills (feathers), etc to create your own piece of art. These could include: a cave painting, a model of a chess piece, a model of a dinosaur tooth, a detailed sketch of a gladiators' amphitheatre, a patterned giant dragonfly design, and so on. Share and display.

## Computer Science

Years 3 & 4 Digital Technologies: (ACTDIK007) (ACTDIK008) (ACTDIP009) (ACTDIP010) (ACTDIP011) (ACTDIP012) (ACTDIP013)
Years 5 & 6 Digital Technologies: (ACTDIK014) (ACTDIK015) (ACTDIP016) (ACTDIP017) (ACTDIP018) (ACTDIP019) (ACTDIP020) (ACTDIP022)

- Coding tells a computer program how to function. Programming languages like JavaScript, Python, C++, and HTML, are used by computer scientists to build games and websites.
- Information about the benefits of learning to code and links to various programs can be found here: Basic Coding & Computer Programming for Kids | ComputerScience.org
- A popular coding app for children in the primary years is Scratch.
- Coding is explained in this video: (9) Coding for Kids Explained | What is Coding | Why is Coding Important - YouTube

# SCIENCE / STEM

## Science of Rainbows

Years 3 & 4 Science: (ACSHE050) (ACSIS053) (ACSIS054) (ACSIS066) (ACSIS215) (ACSIS058) (ACSIS068) (ACSIS069) (ACSIS060)
Years 5 & 6 Science: (ACSSU080) (ACSHE081) (ACSHE100) (ACSIS231) (ACSIS103) (ACSIS087) (ACSIS090) (ACSIS221) (ACSIS091) (ACSIS110)

- What do you know about reflection, refraction and dispersion of light that results in a rainbow?

- To explore the physics of light, you will need a glass filled ¾ of the way with water and a piece of white paper. Hold the glass above the paper. The sunlight will pass through the glass of water and rainbow colours will appear on the paper. Move the paper around to observe different reflections.
- Students can also experiment with holding blue and red paper under the glass to see how the rainbow changes. More detailed instructions can be found at: Science Buddies. Record the results in a table.

Science involved:
- Rainbows occur when sunlight refracts (bends) as it passes through water. The sunlight refracts, separating it into the colours red, orange, yellow, green, blue, indigo and violet.
- This is why you can often see a rainbow after a rain shower – the sunlight is refracted through raindrops to create a rainbow in the sky.

- There are more rainbow science experiments at:
  7 Rainbow Experiments for Science Class | Science Buddies Blog

## Science of Invisible Ink
Years 3 & 4 Science: (ACSSU046) (ACSSU074) (ACSHE050) (ACSHE062) (ACSIS064) (ACSIS054) (ACSIS066) (ACSIS057) (ACSIS216) (ACSIS058) (ACSIS071)
Years 5 & 6 Science: (ACSSU077) (ACSSU095) (ACSHE081) (ACSHE100) (ACSIS231) (ACSIS103) (ACSIS087) (ACSIS090) (ACSIS221) (ACSIS091) (ACSIS110)

- To explore the chemistry of invisible ink, you will need white cardstock, spoon, small bowl, brush or Q-tip (cotton bud), water, lemon juice, iron. Add half a teaspoon of water into a small bowl of lemon juice, stir, then dip the cotton bud in and write your message on the white cardstock.
- Prompt students if they can see the message. Once dry, run a hot iron over the paper several times. What happens when the heat is applied, and why does this happen? Can you see the secret message?

Science involved:
- Lemon juice contains citric acid, which weakens the fibres in the paper and starts to decompose.
- The carbohydrates in the citric acid don't like heat, and when hot will start to carbonise.
- Carbon is released and the oxidation reaction yields a brown substance, which allows you to see the message.

- Variations: Students can vary the method and compare test results by utilising ingredients. See WikiHow. Did you know? Invisible ink is an ancient invention and has already been used for over 2,000 years!

## Comparison Texts
- *Diary of a Roblox Pro* (series), Scholastic. Similar theme: Computer game adventures.
- *Deltora Quest* (series) by Emily Rodda, Scholastic. Similar theme: Brainteasers, puzzles, clues and mysteries must be solved by the adventurers to fulfil the quest.
- *The Gamers trilogy* by George Ivanoff, Ford Street Publishing. Similar theme: A series of science fiction, action/adventure, computer gaming novels. They follow the adventures of Tark and Zyra, two computer game characters who think they are real people.

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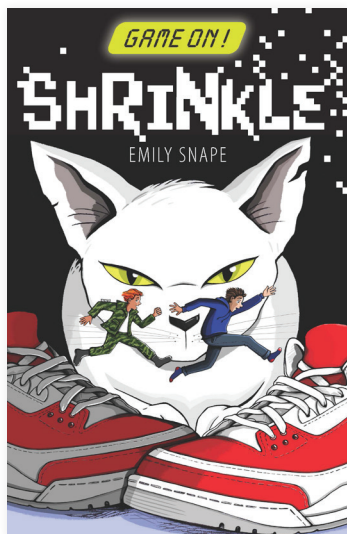
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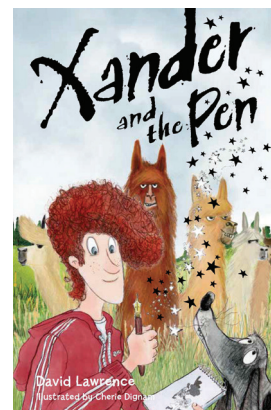
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