

Title: Superheroes for a Day

Author: Craig Cormick

Illustrator: Lauren Mullinder

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Audience age: 8-12 years (Middle-Grade Fiction)

Key Curriculum Areas: English, HASS, Drama, Visual Arts,
Health and Physical Education, Science / STEM,



SYNOPSIS:

Three Autistic friends try to save their school from never-ending maths in this fast and fun story, told from a rarely seen perspective. *Superheroes for a Day* tells the engaging story of Max, Daniel, and Natalie's mission to save their school from endless maths lessons when the key to the sports shed is lost. Using their unique abilities like heightened memory and attention to detail, they turn their differences into strengths. While managing their individual traits, they find the courage to become heroes, at least for a day, in the eyes of their schoolmates.

The book seeks to normalize the experiences of Autistic kids who are often seen as uncool because of their quirks. By making them the heroes, the story offers insight into their personal experiences and perspectives in a fun and engaging manner, resonating with readers in mainstream classrooms.

Filled with delightful illustrations, *Superheroes for a Day* is an empowering tale of friendship, bravery, and the remarkable abilities that often go unnoticed in those who are different.

THEMES:

- Friendship
- Teamwork
- Bravery
- Empowerment of autistic kids
- Celebrating differences
- Mathematics
- School

SELLING POINTS:

- Seeks to normalize the experience of Autistic kids and celebrate their differences, providing empowerment by showing that their unique abilities can be strengths.
- The book serves as a great resource for Autistic children, their parents, and teachers to foster understanding and acceptance.
- Written by award-winning author Craig Cormick, who draws from personal experience, the book gives a genuine representation of Autistic kids.
- The story is complemented with delightful illustrations.

AUTHOR MOTIVATION:

I have a 14-year-old Autistic son who has a strong sense of humour and is an avid reader, and he is unable to find books with kids like himself in them. So I wrote one for him. It is also important that the three protagonists in the book are fun, and kids will laugh with them, rather than at them.

Two key audiences:

- Kids with Autism, who are looking for a book where they can see themselves in it.
- Kids looking for a fun read, who will find out more about Autism through reading the book

AUTHOR/ILLUSTRATOR BACKGROUND:

Dr Craig Cormick OAM is the author of over 30 books for adults and children, several of them winning awards. He is a member of the Children's Book Council of Australia. Dr Cormick has a son on the Autism Spectrum who has been a very close collaborator on this book.

Lauren Mullinder has had a passion for drawing ever since she was able to hold a pencil and loves to create illustrations that capture and delight the imagination. With a degree in Visual Communication and a background in marketing and design, Lauren spends her days drawing stories, creating characters and teaching others how to do the same. Lauren lives in Adelaide, Australia with her husband and dog Charlie and loves spending time in nature.

INTERVIEW**AUTHOR:****What is the inspiration for this story?**

I was motivated to write this story after my Autistic son – who was in primary school at the time, and was a great reader – found he could not really find any books about kids with Autism. There were a few out there on recommended reading lists, but he did not find any that were fun to read and where he could see kids like himself in the story and where the story was being told by them – not told about them.

What was the most rewarding part of this project?

My son Caelan worked with me on the story and that was tremendous to be doing that together – and there were some bits when we were reading it out aloud and still laughed at bits in the story. That was a wonderful feeling.

What was the most challenging part of this project?

The real challenging part of the project was to try and get into the heads of the three characters in a way that was genuine – there is a saying in the disability community, 'nothing about us, without us' – which means they get a bit fed up with non-disabled people telling them things about themselves. Working with my son we tried hard to capture genuine voices that reflect the experiences of him and some of the autistic kids he knows. There is another important statement that relates to kids with autism – 'If you know one person with autism, you know one person with autism'. That means that each person can be so unique that you can't really apply somebody else's traits or behaviours to others. We tried to make the three kids in the story all very unique in their own ways.

TEACHER ACTIVITIES/NOTES:

Activities are linked to the [Australian Curriculum](#).

BEFORE READING

- Discuss the term 'Superheroes'. What kinds of values, attributes or references come to mind? Create a mind map or brainstorming web around the term 'superheroes'.
- Students might like to create a short skit with a partner or small group that highlights the most important aspect of being a 'superhero' in their eyes.
- Look at the cover of *Superheroes for a Day*. Ask, what do you notice? What does it make you wonder? What might this adventure be about? Does the cover entice you to find out? Why or why not?
- Considering the title, what might this tell us about these characters? How do you know?
- Read the blurb. Discuss.

CHAPTER 1:**Plot tension:**

Years 3 & 4 English: ([AC9E3LE03](#)) ([AC9E4LE03](#)) | Years 5 & 6 English: ([AC9E6LE03](#))

Opening line – *"It was a disaster! It was a catastrophe! It was the worst thing that had ever happened at the school!"* (p.2)

Closing line – *"Yes," said Max. "That's just what we have."* (p.8)

- How does the opening line hook you in? Why does it grab your interest? How does the author intend for readers to feel?
- What question/s does it bring about?
- 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: ([AC9E3LA10](#)) | Years 5 & 6 English: ([AC9E5LA08](#))

'affectionately', 'mangled'

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

Literary Technique - Hyperbole:

Years 3 & 4 English: ([AC9E3LE03](#)) ([AC9E3LE04](#)) ([AC9E4LE03](#)) ([AC9E4LE04](#))

Years 5 & 6 English: ([AC9E6LA08](#)) ([AC9E5LE02](#)) ([AC9E5LE03](#)) ([AC9E5LE04](#)) ([AC9E6LE04](#)) ([AC9E5LE05](#)) ([AC9E6LE05](#))

"It was a disaster! It was a catastrophe! It was the worst thing that had ever happened at the school!" (p.2)

Hyperbole is an exaggerated statement, not meant to be literal, and used in emotive / emphasised situations or dialogue.

- Highlight the parts of the statement that are not meant to be taken literally or are 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, *'A bad thing happened at the school.'*
- Is the PE teacher's losing of the key to the sports equipment shed really 'a catastrophe', and the 'worst thing' ever? List some things that might actually be a disaster or catastrophe.

Discussion Questions and Comprehension:

- What does Daniel describe as the worst thing that had ever happened at school? Why might he, and the other students, feel this way?
- Do you think they are exaggerating or overreacting? Why or why not?
- What solutions do they come up with to solve the problem? What other ideas can you think of?
- What kind of superpowers do you think Max is talking about?

CHAPTER 2:**Vocabulary:**

Years 3 & 4 English: ([AC9E3LA10](#)) | Years 5 & 6 English: ([AC9E5LA08](#)) ([AC9E6LA06](#))

'autism', 'obsessive', 'cite', 'overwhelming'

- Write down the definitions of these terms. Write each word in a sentence that relates to the behaviours and descriptions of the three friends.

Literary Technique - Idioms:

Years 3 & 4 English: ([AC9E3LE03](#)) ([AC9E3LE04](#)) ([AC9E4LE03](#)) ([AC9E4LE04](#)) |

Years 5 & 6 English: ([AC9E6LA08](#)) ([AC9E5LE02](#)) ([AC9E5LE03](#)) ([AC9E5LE04](#)) ([AC9E6LE04](#)) ([AC9E5LE05](#)) ([AC9E6LE05](#))

"Then they'd be the weird ones, talking in idioms, and using body language to communicate and being obsessed with sport." (p.15)

An idiom is a phrase or expression that usually presents a figurative, non-literal meaning attached to the phrase.

- What are some examples of common idioms you know?
- Discuss the meanings of the idioms that relate to someone or something being 'weird': 'The elephant in the room.' 'Wrap your head around it.' 'Get out of hand.' 'Off the wall.' 'As clear as mud.'
- Brainstorm other idioms that could relate.

Discussion Questions and Comprehension:

- What did you learn about Daniel, Max and Natalie?
- What are your thoughts on 'being different'? What does Daniel mean when he says being different is relative to who you were with?
- Why might kids like Daniel, Max and Natalie get bullied? What is your opinion on this?
- Do you have any further clues as to what their superpowers might be, and what they will use them for?

CHAPTER 3:**Vocabulary:**

Years 3 & 4 English: ([AC9E3LA10](#)) | Years 5 & 6 English: ([AC9E5LA08](#))

'talkative', 'disconcerting', 'confident'

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

Literary Technique - Metaphors:

Years 3 & 4 English: ([AC9E3LE03](#)) ([AC9E3LE04](#)) ([AC9E4LE03](#)) ([AC9E4LE04](#))

Years 5 & 6 English: ([AC9E6LA08](#)) ([AC9E5LE02](#)) ([AC9E5LE03](#)) ([AC9E5LE04](#)) ([AC9E6LE04](#)) ([AC9E5LE05](#)) ([AC9E6LE05](#))

- The author has used the metaphor of 'superpowers' to illustrate how the three friends are special in their own ways. Although they don't have superpowers in the literal or fictional sense, what does this tell you about their characters? Are there other metaphors you can think of to describe someone having superpowers?

Discussion Questions and Comprehension:

- What more did you learn about Daniel, Max and Natalie in this chapter?
- Create a Character Profile about one of the friends.
- What information / adjectives / traits has the author shared about them?
- Write a Character Profile report on Max or Natalie including details such as, superhero name, appearance, behaviours, personality, interests, skills, etc.
- How do you think their 'superpowers' will be useful in solving their problem?
- Do you think it is important for the characters to work as a team? Why or why not?

- What is meant by the phrase by Julius Caesar, “Without confidence, you lack knowledge and without knowledge, you lack victory.”?

CHAPTER 4:

Vocabulary:

Years 3 & 4 English: (AC9E3LA06) (AC9E3LA07) (AC9E3LA08) (AC9E4LA11) | Years 5 & 6 English: (AC9E6LA06)

‘suggesting’, ‘scowled’, ‘suspected’, ‘considered’

- 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 - Show, Don't Tell:

Years 3 & 4 English: (AC9E3LE03) (AC9E3LE04) (AC9E4LE03) (AC9E4LE04) (AC9E3LE05) (AC9E4LE05)

Years 5 & 6 English: (AC9E6LA08) (AC9E5LE02) (AC9E5LE03) (AC9E5LE04) (AC9E6LE04) (AC9E5LE05) (AC9E6LE05)

“Natalie sat down on the ground and folded her arms” (p.29)

- How does the language used ‘show’ the reader how the character is feeling, rather than simply ‘telling’ us? What words show how Natalie is taking a stance? How is this more effective than writing, *‘Natalie didn’t want to go to the office’*?
- Write another sentence ‘showing’ a character being stubborn or resistant to doing something they don’t want to do.

Discussion Questions and Comprehension:

- What, or who, is it that Natalie and Daniel don’t like about the front office?
- How does the author describe Mrs Pinchback? What words are used to show what she’s like? What might her name suggest?
- Brainstorm some creative reasons you might come up with if you were interrogated at the front office.

CHAPTER 5:

Vocabulary:

Years 3 & 4 English: (AC9E3LA10) | Years 5 & 6 English: (AC9E5LA08) (AC9E6LA06)

‘quest’, ‘enemy’, ‘hero’, ‘impossible’, ‘fiend’, ‘vanquishing’, ‘kryptonite’

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

Literary Technique - Similes:

Years 3 & 4 English: (AC9E3LE03) (AC9E3LE04) (AC9E4LE03) (AC9E4LE04) (AC9E3LE05) (AC9E4LE05)

Years 5 & 6 English: (AC9E6LA08) (AC9E5LE02) (AC9E5LE03) (AC9E5LE04) (AC9E6LE04) (AC9E5LE05) (AC9E6LE05)

“Max was standing there like a rabbit caught in a car’s headlights at night.” (p.36)

“The Bogan Boys were kryptonite to all of Max’s superpowers.” (p.37)

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 above similes, write your own to show what these actions might have felt like for Max.
- Illustrate your sentence.

Discussion Questions and Comprehension:

- What did you learn about The Bogan Boys?
- What do you think about Max’s reaction to their bullying? What would you do in this situation? Do you think Natalie responded well?

- What comparisons can you make between bullying behaviour and friendly behaviour? 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?
- Do you think Daniel is correct in thinking that the hero always wins the quest? What might happen if they don't succeed? What might happen next?

CHAPTER 6:

Vocabulary:

Years 3 & 4 English: ([AC9E3LA10](#)) | Years 5 & 6 English: ([AC9E5LA08](#))

'shy', 'nervous', 'flapping'

- Discuss the definitions of the terms above. Find more in the chapter or add your own vocabulary terms that relate to the feelings and behaviours of the characters.

Discussion Questions and Comprehension:

- What kinds of characteristics did you learn about people with autism? Are they all the same? Do you have a better understanding of different thought processes?
- Can you relate in your own way?
- What do you think the friends might have noticed about the key in the picture?

CHAPTER 7:

Vocabulary:

Years 3 & 4 English: ([AC9E3LY09](#)) ([AC9E3LY10](#)) ([AC9E3LY11](#)) ([AC9E4LY09](#)) ([AC9E4LY10](#))

Years 5 & 6 English: ([AC9E5LY08](#)) ([AC9E5LY09](#)) ([AC9E5LY10](#)) ([AC9E6LY08](#)) ([AC9E6LY09](#))

'scowly', 'allowed'

- 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. For example, the 'ow' sound can also be spelt with 'ou' and 'au'.

Literary Technique - Idioms:

Years 3 & 4 English: ([AC9E3LE03](#)) ([AC9E3LE04](#)) ([AC9E4LE03](#)) ([AC9E4LE04](#)) ([AC9E3LE05](#)) ([AC9E4LE05](#))

Years 5 & 6 English: ([AC9E6LA08](#)) ([AC9E5LE02](#)) ([AC9E5LE03](#)) ([AC9E5LE04](#)) ([AC9E6LE04](#)) ([AC9E5LE05](#)) ([AC9E6LE05](#))

"Are you trying to get my goat?" Mrs Pinchback asked, leaning forward over the counter even further." (p.53-54)

"There's no use crying over spilled milk" (p54)

"You're going to get a taste of your own medicine." (p55)

"Don't play the fool with me, young man!" (p55)

"I'm going to give you a piece of my mind." (p56)

- What are the meanings of the above idioms, despite Max taking them literally.
- What are some other idioms you know about making someone cross or frustrated, or getting their comeuppance? Make your own meme with your favourite saying and an image to match/contrast.

Discussion Questions and Comprehension:

- Do you find this chapter amusing? How has the author used situational language to create a comedic scene?
- Why do you think Max doesn't understand the figurative meanings of Mrs Pinchback's sayings? Do you think Daniel and Natalie do?
- Do you believe that Max was being rude to Mrs Pinchback? Do you think there could be another way that Mrs Pinchback could have reacted?
- How do you think the friends might get around The Bogan Boys in the next chapter?

CHAPTER 8:**Vocabulary:**

Years 3 & 4 English: ([AC9E3LA10](#)) | Years 5 & 6 English: ([AC9E5LA08](#))

'sarcastic', 'special', 'indomitable', 'invisible', 'bored'

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

Literary Technique / Humour - Sarcasm:

Years 3 & 4 English: ([AC9E3LE03](#)) ([AC9E4LE03](#)) ([AC9E4LE04](#)) ([AC9E3LE05](#)) ([AC9E4LE05](#))

Years 5 & 6 English: ([AC9E5LA01](#)) ([AC9E5LE03](#)) ([AC9E5LE04](#)) ([AC9E5LE05](#))

"Then he realized she was being sarcastic. Like many kids with autism, Max was not good at sarcasm." (p.61)

The author has used sarcasm as one of the humour strategies for comedic effect. When Natalie said, 'And maybe the first man on the moon was Elvis Presley', she says this jokingly (as she knows it's not a true fact) after Max states that maybe the Bogan Boys won't be near the storeroom, because this most likely is also not true.

- Brainstorm more sarcastic statements in response to Max suggesting that the Bogan Boys might not show up.
- Discuss how the author uses different kinds of humour to show the characters' personalities, and to keep the reader engaged throughout the story so far.
- Create a poster / meme of your most ideal superhero moment and write a funny caption to match.

Discussion Questions and Comprehension:

- What kinds of mischief do the Bogan Boys often get up to?
- Who is Mahatma Ghandi, and what is meant by his statement, "*Strength does not come from physical capacity. It comes from an indomitable will.*" (p62).
- How would this philosophy help the friends in their situation?
- What happened to Max's confidence?
- What do you think will happen with Jen Moffat in the next chapter?

CHAPTER 9:**Vocabulary:**

Years 3 & 4 English: ([AC9E3LA07](#)) ([AC9E3LA08](#)) ([AC9E4LA08](#)) | Years 5 & 6 English: ([AC9E5LA08](#)) ([AC9E6LA06](#))

'quickly', 'easy', 'forget', 'reluctant', 'awkward'

- Turn these terms into adverbs (describing an action) and place them in appropriate sentences relevant to the scenarios in the book. For example, "The water pipes have burst and are flooding the toilets! Please help!" the friends reluctantly approached the teacher.
- Make a list of more adverbs or find some in the text.

Discussion Questions and Comprehension:

- How did the friends show confidence in this chapter?
- How did your own expectations about certain characters change when you read this chapter? What does this tell you about making judgements about people? How were Jen and the Bogan Boys different to what you had expected?
- What strategies / problem solving skills have the friends learnt?
- What might the consequences be for Max having a meltdown? Do you think the others know what to do in this situation? How do you know?

CHAPTER 10:**Vocabulary:**

Years 3 & 4 English: ([AC9E3LA07](#)) ([AC9E3LA08](#)) ([AC9E4LA08](#)) | Years 5 & 6 English: ([AC9E5LA08](#)) ([AC9E6LA06](#))

'triggers', 'freaked', 'calmed', 'hated'

- 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 - Metaphors:

Years 3 & 4 English: ([AC9E3LE03](#)) ([AC9E3LE04](#)) ([AC9E4LE03](#)) ([AC9E4LE04](#)) ([AC9E3LE05](#)) ([AC9E4LE05](#))

Years 5 & 6 English: ([AC9E6LA08](#)) ([AC9E5LE02](#)) ([AC9E5LE03](#)) ([AC9E5LE04](#)) ([AC9E6LE04](#)) ([AC9E5LE05](#)) ([AC9E6LE05](#))

"Jen smiled. "I believe the professionals call it dumpster diving," she said." (p.81).

A metaphor is a figure of speech to represent an object or action symbolic of something else.

The term 'dumpster diving' could be taken literally or metaphorically, but refers to the act of searching for something valuable in the rubbish. In this case, the children will be scouring a large waste bin for the keys.

- How does this term symbolise both the literal sense and the metaphorical sense? Write an example of each.
- Can you find or invent other terms used to describe this action? For example, skip dipping, totting, trash picking, etc. Be creative with your metaphor!

Discussion Questions and Comprehension:

- List some emotive words to describe how each of the characters felt at different points in this chapter. For example, how did Brad feel when he saw Max having a meltdown? How might Max have felt? How might Jen have felt when talking about her younger brother? How did Natalie feel when Jen said she could do most anything?
- How does the author's use of language and pace help readers to keep with the action and emotion?
- What else have you learned about people with autism? What else do you wonder, and has your thinking changed? What aspects can you relate to yourself?

CHAPTER 11:**Vocabulary:**

Years 3 & 4 English: ([AC9E3LY12](#)) ([AC9E4LY11](#)) | Years 5 & 6 English: ([AC9E5LY08](#)) ([AC9E6LY09](#))

'pairs', as in "Three pairs is more than enough," she said." (p.84)

'allowed', as in "But we aren't allowed in there," said Natalie." (p.86)

'brakes' as in "It was that screeching of the brakes of the big truck that came and emptied the dumpster bin." (p.89)

'there', 'their', 'they're'

These terms are homophones (words that share the same pronunciation but have different spelling and meanings).

- Write the matching homophones for the above terms, and use them in your own sentences that make sense with the correct spelling. Can you find more homophones 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:

- Discuss the phrase as quoted from Nelson Mandela: *"Those who are ready to join hands can overcome the greatest challenges."* (p.84). What is meant by this phrase? Why might the author have used a famous / influential person in history and this particular quote in this situation?

- Why is it significant that Jen is not joining the friends on their quest?
- Write down another thing you have learned about some people on the autism spectrum.
- Discuss the meaning of the term, 'stickler'. Take turns with a friend using this term in a sentence.
- Brainstorm and write down some possible consequences of what might happen if the friends try to get to the bin before the big truck comes. Create an imaginative Ripple Effect Diagram to show how one action might lead to a series of consequences.

For example, The friends all fall in the bin > Police, fire truck, the media, helicopters are called to the school in their absence > The principal sends all the students home to do maths work online > The friends do not become 'superheroes'...

CHAPTER 12:

Vocabulary:

Years 3 & 4 English: ([AC9E3LA06](#)) ([AC9E3LA07](#)) ([AC9E3LA08](#)) ([AC9E3LA09](#)) ([AC9E4LA08](#)) ([AC9E4LA09](#))

Years 5 & 6 English: ([AC9E5LA06](#)) ([AC9E5LA08](#)) ([AC9E6LA06](#))

'volunteered', 'dumpster', 'protest', 'politicians', 'heave', 'therapist', 'smelly', 'slippery', 'closely', 'heavy', 'scrambled', 'tightly'

- 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 / Humour - Puns:

Years 3 & 4 English: ([AC9E3LE03](#)) ([AC9E4LE03](#)) ([AC9E4LE04](#)) ([AC9E3LE05](#)) ([AC9E4LE05](#))

Years 5 & 6 English: ([AC9E5LA01](#)) ([AC9E5LE03](#)) ([AC9E5LE04](#)) ([AC9E5LE05](#))

"Quick, said Max. "We've no time to waste." (p.92)

- The author has used puns for comedic effect. Can you spot the pun? In this instance, the author has used the word 'waste' in relation to time, but also as Max is about to step into a dumpster.
- Brainstorm more words relative to 'waste' and write an alternative phrase. (eg. 'This quest is turning out to be rubbish!' refers to the quest being unsuccessful).

Discussion Questions and Comprehension:

- How has the author used visual literacy to describe what's going through Max's mind before climbing into the dumpster? Can you imagine these images in your mind? Draw a picture to illustrate this scene.
- What strategies has Max learned to cope with his stress or anxiety? What physical and mental approaches does he use? Brainstorm and list more effective strategies for dealing with stress.
- What can you infer from the illustration on Page 95?
- How did this chapter make you feel? Did it end the way you had expected?
- What might happen next?

CHAPTER 13:

Literary Technique - Allusion:

Years 3 & 4 English: ([AC9E3LE03](#)) ([AC9E3LE04](#)) ([AC9E4LE03](#)) ([AC9E4LE04](#)) ([AC9E3LE05](#)) ([AC9E4LE05](#))

Years 5 & 6 English: ([AC9E6LA08](#)) ([AC9E5LE02](#)) ([AC9E5LE03](#)) ([AC9E5LE04](#)) ([AC9E6LE04](#)) ([AC9E5LE05](#)) ([AC9E6LE05](#))

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.

- This chapter gives references to the famous TV show, Doctor Who, as well as a brand, Nintendo. Throughout the story, there are many other references to famous people that Max mentions (when he's stressed). Can you name some of the other popular brands / franchises / famous references that have been mentioned throughout the whole book so far?

Vocabulary:

Years 3 & 4 English: (AC9E3LA07) (AC9E3LA08) (AC9E4LA08) (AC9E4LA11) | Years 5 & 6 English: (AC9E5LA08) (AC9E6LA06)

'stressed', 'flapping', 'obsessed'

- Write the definitions for the vocabulary terms. Discuss that these are verbs to describe a specific action. Brainstorm and list synonyms and antonyms for these verbs.

Discussion Questions and Comprehension:

- What actions, or verbs, can you use to explain how the friends imagined the possible solutions to getting back into the school building?
- Create a Concept Web to show the different ways kids with autism might be effectively catered for in the school / classroom. How well do you think this is being done in your school?

CHAPTER 14:**Vocabulary:**

Years 3 & 4 English: (AC9E3LY09) (AC9E3LY10) (AC9E3LY11) (AC9E4LY09) (AC9E4LY10)

Years 5 & 6 English: (AC9E5LY08) (AC9E5LY09) (AC9E5LY10) (AC9E6LY08) (AC9E6LY09)

'might', 'enough', 'through'

- Identify the common spelling pattern ('gh') in the terms above. Break down the words into sounds or syllables. Discuss the different phonemes/sounds with each word. The word 'enough' contains a 'f' sound, whereas in 'though' the 'gh' is silent. List other words with similar spelling or phoneme patterns.

Discussion Questions and Comprehension:

- How is Natalie using her 'superpower' to find the correct key?
- Who was Eleanor Roosevelt, and why was she an inspirational woman in history?

CHAPTER 15:**Vocabulary:**

Years 3 & 4 English: (AC9E3LA07) (AC9E3LA08) (AC9E4LA08) (AC9E4LA06) | Years 5 & 6 English: (AC9E5LA08) (AC9E6LA06) (AC9E5LA05) (AC9E6LA05)

'hurried', 'reciting', 'beating', 'cheered'

- 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, 'hurried' and 'cheered' are past tense (eg. The three of them hurried to the sports shed, which was surrounded by a big crowd of kids.)

'Reciting', and 'beating' are present tense (eg. Max felt his heart *beating crazily* and felt everything about him sort of blur, so it was just him and the key and the lock.)

Discussion Questions and Comprehension:

- How did you feel whilst reading this chapter? How did the author create suspense and emotion through the text?
- How might you feel in this same situation?
- How do you think the story might end?
- What are the differences and your opinions on maths and PE? Think about how you feel about each of these subjects, and complete a Venn Diagram to compare the similarities and differences, and feelings about them.

CHAPTER 16:**Vocabulary:**

Years 3 & 4 English: ([AC9E3LA06](#)) ([AC9E3LA07](#)) ([AC9E3LA08](#)) ([AC9E3LA09](#)) ([AC9E4LA08](#)) ([AC9E4LA09](#)) | Years 5 & 6 English: ([AC9E5LY08](#)) ([AC9E6LY09](#))

'superheroes', 'superpowers', 'jigsaw'

- Write the words and their definitions. Notice that these are compound words (a series of two or more words that collectively form a single word). Break these into two words to write an equation.
- For example, 'super' + 'heroes' = 'superheroes'. Write down other compound words beginning with 'super'. Find other compound words in the text.

Discussion Questions and Comprehension:

- Find the part of the text in this chapter where the author has used 'hyperbole'.
- Describe what emotions and behaviours you see in the illustration.
- How have all of the kids changed, emotionally and behaviourally, throughout the story?
- Create another Venn Diagram, this time a three-way chart showing the superhero qualities of Max, Daniel and Natalie. How are they each unique and how are they similar?
- Do you think the friends will continue to be superheroes after the book ends? Why or why not? Has the conclusion of the story left you wanting more?

Further Discussion Questions:

Years 3 & 4 English: ([AC9E3LA04](#)) ([AC9E4LA07](#)) ([AC9E3LE01](#)) ([AC9E3LE02](#)) ([AC9E4LE02](#)) ([AC9E3LE03](#)) ([AC9E3LE04](#)) ([AC9E4LE03](#)) ([AC9E4LE04](#)) ([AC9E3LE05](#)) ([AC9E4LE05](#)) ([AC9E3LY02](#)) ([AC9E4LY02](#)) ([AC9E3LY05](#)) ([AC9E4LY05](#))

Years 5 & 6 English: ([AC9E6LA02](#)) ([AC9E5LA04](#)) ([AC9E6LA03](#)) ([AC9E6LA08](#)) ([AC9E5LE02](#)) ([AC9E6LE02](#)) ([AC9E5LE03](#)) ([AC9E5LE04](#)) ([AC9E6LE03](#)) ([AC9E6LE04](#)) ([AC9E5LE05](#)) ([AC9E6LE05](#)) ([AC9E6LY01](#)) ([AC9E5LY02](#)) ([AC9E6LY02](#)) ([AC9E5LY03](#)) ([AC9E5LY05](#)) ([AC9E6LY05](#))

- What are the main themes? What important messages does the author intend to portray?
- What did you learn about Max, Daniel and Natalie? What did you learn about people on the autism spectrum?
- What do you think the three friends learned about themselves? Do you think these will help them in the future?
- What did you learn about the way people with autism want to be treated?
- What did you learn about their coping mechanisms in times of stress? Are you now more aware of strategies that could help someone you know, or yourself?
- Who were the bullies in the story, what challenges did they create for the three friends, and how did they change by the end of the story?
- Discuss the ways and provide examples of how the different students in the story showed the following values and traits: teamwork, bravery, confidence, self-belief, understanding, kindness, humour, problem-solving.
- Think about a particular scene with high emotion, such as Max having a meltdown in the shed. Write about this scenario whilst thinking from Max's perspective using the Six Thinking Hats (white: facts, red: emotions, yellow: benefits, green: creative thinking, blue: process, black: challenges).
- What is the importance of PE (Physical Education)? Why was it so important for most of the students to be able to play with the sports equipment? What is your preferred subject? Why?
- What do you like about the illustrations? How do they portray the different surroundings and scenarios the friends found themselves in? How do they convey humour and emotions?
- What kind of style or artistic media do you think the illustrator has used, and is this suitable for the nature of this story?
- How do you think the author has used language and text format to appeal to a range of readers, including children with autism? Think about its simplicity or complexity of language, usage of chosen font types, kind of vocabulary used, and so on.
- Did you find the dialogue between the characters realistic? Why or why not?
- What aspects of the story did you find the most humorous or interesting? Why?
- Do you have a favourite scene from the story? Why this one?
- What do you think will happen after this story ends? Do you think the friends might try to become superheroes again? What might they do next time?

CHARACTERS:*Daniel Lee**Max Kovac**Natalie Patel**Mr Spyros, PE teacher**Mrs Barnard, the principal**Mr Pianelli, the groundskeeper**Skye Sparks, sports student**Bryan Banger, maths student**The Bogan Boys – Bennynie, Björn and Bob**Mrs Pinchback**Jen Moffat, cool girl**Brad the janitor**Other supporting characters*

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

Character AnalysisYears 3 & 4 English: ([AC9E3LE01](#)) ([AC9E3LE02](#)) ([AC9E3LE03](#)) ([AC9E4LE03](#)) ([AC9E3LE05](#)) ([AC9E4LE05](#))Years 5 & 6 English: ([AC9E5LA08](#)) ([AC9E5LE03](#)) ([AC9E5LE04](#)) ([AC9E5LE05](#)) ([AC9E6LE05](#))

Use the following acronym (STEAL) to identify features of one of the characters from *Superheroes for a Day*. Find parts of the text to show the way they **Speak**, **Think**, **Effect** on others, **Act** and **Look**.

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: Realistic Fiction**

Whilst being a story of fiction with the added allusion to the fictional term 'superheroes', *Superheroes for a Day* contains realistic facts about historical people and events, and particularly about the feelings, behaviours and facts about some people on the autism spectrum. We are first made aware of the protagonists' traits and understandings about autism here:

"Max and Daniel and Natalie, were in the school's special education unit for kids with autism." (p.10).

- Did you find any of the information in the book factual, useful, realistic or unrealistic? Is there anything you can relate to?
- Find out how the author has a reference for including this information.

Structure Format

The beginning and ending of each chapter keep the reader engaged throughout, with rising action and emotive language. For example:

Beginning: *"Why did you say that?" Daniel asked Max, leading him away from Skye so she wouldn't hear him.*" (Ch.2, p.10).

Ending: *"He told them, 'This is the day the school is going to discover that we have superpowers!'"* (Ch.2,p.15)

- How does the 'hook' of the opening and closing lines of a chapter assist in structuring a narrative?

The author has kept the format simple without distracting font types or alternating paragraphs in order to assist reluctant, non-independent or junior readers with being able to easily follow, focus and engage.

ACTIVITIES:**ENGLISH****Narrative writing:**

Years 3 & 4 English: (AC9E3LA03) (AC9E3LA04) (AC9E4LA03) (AC9E4LA04) (AC9E4LA09) (AC9E4LA12) (AC9E4LE02) (AC9E3LE03) (AC9E4LE03) (AC9E3LE05) (AC9E4LE05) (AC9E3LY06) (AC9E3LY07) (AC9E4LY06) (AC9E4LY07)

Years 5 & 6 English: (AC9E5LA04) (AC9E6LA08) (AC9E5LE04) (AC9E5LE05) (AC9E6LE05) (AC9E5LY03) (AC9E5LY06) (AC9E5LY07) (AC9E6LY06) (AC9E6LY07)

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, Daniel or Natalie's place, where you are on a quest to save the other students from a problem. Where in the school, does it take place? What would be your mission? Who is there to help you? How would you work together? Who and what challenges would you face (emotionally and physically)? How would you tighten the plot tension? What exciting ending occurs? Make sure to include a range of literary devices, humour and descriptive language. Re-read, edit and share.
- **Idea 2:** Write another sequel for the Superheroes series. This time the friends are literally superheroes with fictional superpowers – but keeping their personalities. Perhaps Daniel can actually become invisible, Max can read minds and Natalie can transfigure or teleport objects. What would be the mission and challenges this time? Will there be new villains and superheroes? What happens in this adventure?

Secret Mission Plan - Creative Writing:

Years 3 & 4 English: (AC9E3LA03) (AC9E3LA04) (AC9E4LA03) (AC9E4LA04) (AC9E4LA09) (AC9E4LA12) (AC9E4LE02) (AC9E3LE03) (AC9E4LE03) (AC9E3LE05) (AC9E4LE05) (AC9E3LY06) (AC9E3LY07) (AC9E4LY06) (AC9E4LY07)

Years 5 & 6 English: (AC9E5LA04) (AC9E6LA08) (AC9E5LE04) (AC9E5LE05) (AC9E6LE05) (AC9E5LY03) (AC9E5LY06) (AC9E5LY07) (AC9E6LY06) (AC9E6LY07)

- Students can write an article or 'secret mission plan' outlining a new superhero quest to be carried out by Max, Daniel and Natalie. Students can work in small groups to brainstorm creative ideas about their plans for each part of the mission, and make sure they include the locations, characters, obstacles, goals, and end prize.

The completed article or plan should include the 5W+H (who, what, when, where, why, how), an enticing introduction about the features and purpose of the quest, dot points or paragraphs with stages and obstacles to overcome, and a conclusion to sum it up and what the characters will achieve in the end. Students should use interesting language (maybe even some humour and references to famous people and brands), and drawings or graphics to support the text.

Persuasive Text:

Years 3 & 4 English: ([AC9E3LA03](#)) ([AC9E3LA04](#)) ([AC9E4LA03](#)) ([AC9E4LA04](#)) ([AC9E4LA09](#)) ([AC9E4LA12](#)) ([AC9E4LE02](#)) ([AC9E3LE03](#)) ([AC9E4LE03](#)) ([AC9E3LE05](#)) ([AC9E4LE05](#)) ([AC9E3LY06](#)) ([AC9E3LY07](#)) ([AC9E4LY06](#)) ([AC9E4LY07](#))

Years 5 & 6 English: ([AC9E5LA04](#)) ([AC9E6LA08](#)) ([AC9E5LE04](#)) ([AC9E5LE05](#)) ([AC9E6LE05](#)) ([AC9E5LY03](#)) ([AC9E5LY06](#)) ([AC9E5LY07](#)) ([AC9E6LY06](#)) ([AC9E6LY07](#))

- Students write a persuasive article to argue, for or against, on one of the topics suggested on Page 104. For example, 'Quiet periods every hour', 'No desks, soft chairs instead', 'All the learning done on computer'. 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 'No PE, only Maths' or vice versa, particularly with reference to social, emotional and physical health.

Activities for Memory and Concentration

- Students can practise their memory and concentration by engaging in activities like Memory Boy, Jigsaw Girl and Invisible Boy would do. These can include:
 - Use vocabulary words from the chapter lessons to play Memory or Snap.
 - Write lists of famous people from a certain industry (eg. presidents, astronauts, inventors, etc) in alphabetical order, or from memory.
 - Create your own jigsaw puzzle by drawing a scene or printing a picture, drawing the jigsaw shapes, laminating and cutting out the pieces. Put the jigsaw back together from memory of the picture.

HUMANITIES AND SOCIAL SCIENCES**Information Report**

Years 3 & 4 English: ([AC9E3LA03](#)) ([AC9E3LA04](#)) ([AC9E4LA03](#)) ([AC9E4LA04](#)) ([AC9E4LA09](#)) ([AC9E4LA12](#)) ([AC9E4LE02](#)) ([AC9E3LE03](#)) ([AC9E4LE03](#)) ([AC9E3LE05](#)) ([AC9E4LE05](#)) ([AC9E3LY06](#)) ([AC9E3LY07](#)) ([AC9E4LY06](#)) ([AC9E4LY07](#))

Years 3 & 4 HASS: ([AC9HS3K01](#)) ([AC9HS4K03](#)) ([AC9HS3S01](#)) ([AC9HS3S02](#)) ([AC9HS4S01](#)) ([AC9HS4S03](#)) ([AC9HS3S05](#)) ([AC9HS4S07](#))

Years 5 & 6 English: ([AC9E5LA04](#)) ([AC9E6LA08](#)) ([AC9E5LE04](#)) ([AC9E5LE05](#)) ([AC9E6LE05](#)) ([AC9E5LY03](#)) ([AC9E5LY06](#)) ([AC9E5LY07](#)) ([AC9E6LY06](#)) ([AC9E6LY07](#))

Years 5 & 6 HASS: ([AC9HS5K03](#)) ([AC9HS5S01](#)) ([AC9HS6S02](#)) ([AC9HS5S03](#)) ([AC9HS6S04](#)) ([AC9HS5S05](#)) ([AC9HS6S06](#)) ([AC9HS5S07](#)) ([AC9HS6S07](#))

- Students choose a historical trailblazer or person of significance that has been mentioned in the book to research and write an essay or report on. These could include: Isaac Newton, Albert Einstein, Julius Caesar, national kings, queens, presidents or prime ministers, famous astronauts, Elvis Presley, Mahatma Ghandi, Nelson Mandela, Eleanor Roosevelt.
- Alternatively, students could research the life and history of their own famous idol or 'superhero', and even visit their local museum, library or council area for additional experiences.
- Or students can research a famous person in history who is believed to have been autistic and analyse how their autism helped them achieve things in life (eg. Hans Christian Andersen, Tim Burton, Lewis Carroll, Temple Grandin, Steve Jobs)

The report needs to include:

- a title
- introduction stating the main idea of the topic
- several sub-headings including interesting facts such as title, what they're famous for, their challenges, awards or achievements, birth and death (if applicable), country, etc.
- conclusion summing up the article, a final thought or suggestion for further study.

The information could be presented in a way that suits the style of the learner (on computer, written, a model or diorama), or a combination.

DRAMA

Exploring Tone in Dialogues / Script Writing

Years 3 & 4 Drama: ([AC9ADR4E01](#)) ([AC9ADR4D01](#)) ([AC9ADR4C01](#)) ([AC9ADR4P01](#)) |

Years 5 & 6 Drama: ([AC9ADR6E01](#)) ([AC9ADR6D01](#)) ([AC9ADR6C01](#)) ([AC9ADR6P01](#))

Choose a scene of dialogue between Max, Daniel and Natalie from *Superheroes for a Day*.

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?

Superheroes for a Day Theatre Show

Years 3 & 4 Drama: ([AC9ADR4E01](#)) ([AC9ADR4D01](#)) ([AC9ADR4C01](#)) ([AC9ADR4P01](#))

Years 5 & 6 Drama: ([AC9ADR6E01](#)) ([AC9ADR6D01](#)) ([AC9ADR6C01](#)) ([AC9ADR6P01](#))

- 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?

Superhero Comedy Show

Years 3 & 4 Drama: ([AC9ADR4E01](#)) ([AC9ADR4D01](#)) ([AC9ADR4C01](#)) ([AC9ADR4P01](#))

Years 5 & 6 Drama: ([AC9ADR6E01](#)) ([AC9ADR6D01](#)) ([AC9ADR6C01](#)) ([AC9ADR6P01](#))

- Students might like to write and perform a superhero comedy act, referencing superhero themes / comic strips and similar humour styles as in the book.

VISUAL ARTS

Design a Lock and Key

Years 3 & 4 Art: ([AC9AVA4E01](#)) ([AC9AVA4D01](#)) ([AC9AVA4C01](#)) ([AC9AVA4P01](#)) | Years 5 & 6 Art: ([AC9AVA6E01](#)) ([AC9AVA6D01](#)) ([AC9AVA6C01](#)) ([AC9AVA6P01](#))

- Students can choose to use a medium of their choice to suit their tactile preferences, such as pencils, paint, collage or sculpture, or experiment with digital technologies, such as Paint, Photoshop, Sketchbook, Procreate, etc, to create a visual design of a lock and key. Experiment with the use of pattern, light and shade, and proportion. The shape of the key should match the keyhole in the lock.
- What art techniques and small details will add interest and variety to your image? Perhaps students will include a superhero logo to match their personality.
- Explore other artworks and graphics for inspiration.

HEALTH AND PHYSICAL EDUCATION

Sports and Games for All

Years 3 & 4 PE: ([AC9HP4P04](#)) ([AC9HP4P05](#)) ([AC9HP4P06](#)) ([AC9HP4P07](#)) ([AC9HP4P08](#)) ([AC9HP4P10](#)) ([AC9HP4M01](#)) ([AC9HP4M02](#)) ([AC9HP4M03](#)) ([AC9HP4M04](#)) ([AC9HP4M05](#)) ([AC9HP4M06](#)) ([AC9HP4M07](#)) ([AC9HP4M08](#)) ([AC9HP4M09](#))

Years 5 & 6 PE: ([AC9HP6P04](#)) ([AC9HP6P05](#)) ([AC9HP6P06](#)) ([AC9HP6P08](#)) ([AC9HP6P10](#)) ([AC9HP6M01](#)) ([AC9HP6M02](#)) ([AC9HP6M03](#)) ([AC9HP6M04](#)) ([AC9HP6M05](#)) ([AC9HP6M06](#)) ([AC9HP6M07](#)) ([AC9HP6M08](#)) ([AC9HP6M09](#))

- Students explore a range of sporting and game skills by practicing equality, healthy mindset, effective coping strategies, physical skill and safety, and positive relationships with diverse people.

SCIENCE / STEM

Science of Invisible Ink

Years 3 & 4 Science: Chemical sciences: ([AC9S3U04](#)) ([AC9S4U04](#)) ([AC9S4H01](#)) ([AC9S3H02](#)) ([AC9S3I01](#)) ([AC9S4I01](#)) ([AC9S3I02](#)) ([AC9S4I03](#)) ([AC9S3I04](#)) ([AC9S4I04](#)) ([AC9S3I05](#)) ([AC9S3I06](#)) ([AC9S4I06](#))

Years 5 & 6 Science: Chemical sciences: ([AC9S5U04](#)) ([AC9S6U04](#)) ([AC9S5H02](#)) ([AC9S6H02](#)) ([AC9S5I01](#)) ([AC9S5I02](#)) ([AC9S6I02](#)) ([AC9S6I03](#)) ([AC9S5I04](#)) ([AC9S5I05](#)) ([AC9S6I05](#)) ([AC9S5I06](#)) ([AC9S6I06](#))

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.

Predict, observe, evaluate and record results.

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](#).

A video on how to learn to make your own magic invisible ink and write a secret message or drawing: [Write Secret Messages With Invisible Ink! - YouTube](#)

More information can be found at [Secret Messages With Invisible Ink! | STEM Activity \(sciencebuddies.org\)](#).

Did you know? Invisible ink is an ancient invention and has already been used for over 2,000 years!

COMPARISON TEXTS

- *We Run Tomorrow* by Nat Amooore and Mike Barry, Penguin. Similar theme: Superheroes, teamwork.
- *The Unlikely Heroes Club* by Kate Foster, Walker Books. Similar theme: Heroes, diverse characters, teamwork.
- *Harriet Hound* (series) by Kate Foster and Sophie Beer, Walker Books. Similar theme: Superheroes, problem solving.

MORE MIDDLE-GRADE FICTION



Game On: Shrinkle GAME ON SERIES, BOOK 1 Emily Snape

When rebellious Liam starts playing 'Shrinkle' on his babysitter's phone, the app shrinks Liam and his brother Max to the size of a minifigure! Their safe home has suddenly become a treacherous landscape. Can they escape before the phone goes flat!

THEMES: GAMING, RIDDLES, SIBLING RIVALRY, PROBLEM SOLVING, HUMOUR

9781922539397 | Paperback with Flaps | 210 x 135 mm | 8¼ x 5¼ in | 184 pp



Game On: Glitched GAME ON SERIES, BOOK 2 Emily Snape

In Game On: Glitched, Max and his brother Liam take a trip through time. History comes alive but to return home they must work together to solve some historical riddles.

THEMES: GAMING, RIDDLES, SIBLING RIVALRY, PROBLEM SOLVING, HISTORY

9781922539410 | Paperback with Flaps | 210 x 135 mm | 8¼ x 5¼ in | 224 pp

Ruby and the Pen THE PEN SERIES, BOOK 1

David Lawrence & Cherie Dignam

Ruby and the Pen is the story of a 12-year-old, cartoon-drawing girl who buys a pen from a mysterious market stall. She soon learns that the pen has a magical power: whatever she draws, happens! Soon, Ruby has problems galore and one big question to be answered - should she fix all of her problems with the stroke of a pen?

THEMES: DRAWING, ENVIRONMENT, PERSONAL ETHICS, FAMILY BREAKDOWN, RESPONSIBILITY

9781922539380 | Paperback with Flaps | 210 x 135 mm | 8¼ x 5¼ in | 280 pp



Xander and the Pen THE PEN SERIES, BOOK 2

David Lawrence & Cherie Dignam

Xander and the Pen tells the story of Xander, a boy who loves to draw superheroes. One day, Xander buys a magical pen. But can he handle the pen's power?

THEMES: DRAWING, ENVIRONMENT, PERSONAL ETHICS, FAMILY BREAKDOWN, RESPONSIBILITY

9781922539403 | Paperback with Flaps | 210 x 135 mm | 8¼ x 5¼ in | 280 pp



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