

James Patterson's

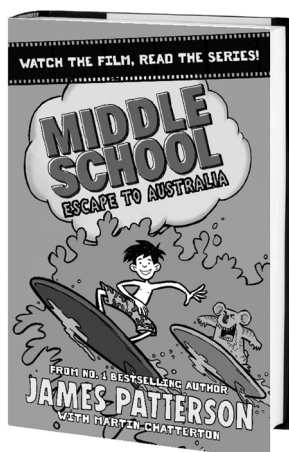


MIDDLE SCHOOL

RESOURCE BOOKLET

Featuring:

- Pre-reading activities
- Discussion questions
- Lesson plans
- Activity sheets



Featuring the new book
Escape to Australia



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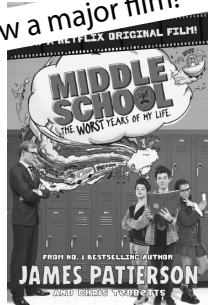
INTRODUCTION

ABOUT THE MIDDLE SCHOOL SERIES

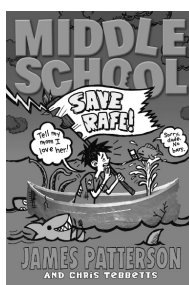
All of James Patterson's children's books for ages 7-12 have a mixture of text and illustrations which add an extra layer to the story and make them ideally suited for both reluctant and avid readers alike. They are heart-warming and funny and use humour to deal with emotional issues and real-life situations.

Rafe Khatchadorian is everyone's favourite troublemaker! From trying to break every rule in the school handbook to fitting in at art school, from summer school camp to outdoor survival courses – kids will love reading about Rafe's misadventures.

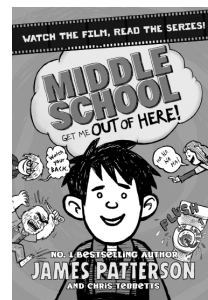
Now a major film!



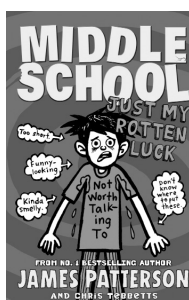
Rafe Khatchadorian has enough problems without throwing his first year of middle school into the mix. Luckily, he's got an ace plan for the best year ever, if he can pull it off.



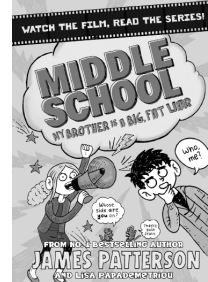
After a rough summer, Rafe is heading back to the dreaded HVMS. As if that's not bad enough, he's going to be held back a year unless he can prove himself on an outdoor survival excursion!



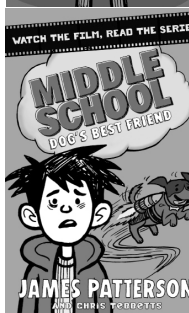
After sixth grade, the very worst year of his life, Rafe Khatchadorian thinks he has it made in seventh grade. He's been accepted to art school in the big city and imagines a math-and-history-free fun zone. Wrong!



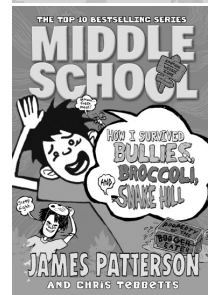
Rafe's now being forced to take 'special' classes at HVMS... He also finds himself joining the school's football team – alongside his main tormenter, Miller the Killer! But Rafe has grand plans for a better year...



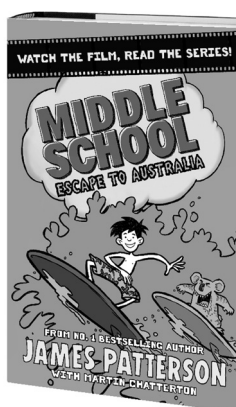
Georgia Khatchadorian plans to excel at Hills Village Middle School in all the places her troublemaking brother failed. Find out THE TRUTH about Rafe Khatchadorian's sister!



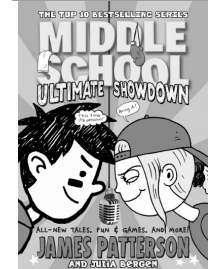
It's a dog-eat-dog world, and Rafe Khatchadorian is just trying to live in it. Life in middle school is finally starting to seem bearable – until two terrible twins launch the Great Dog War.



Rafe Khatchadorian is ready for a fun summer at camp – until he finds out it's a summer school camp!



Rafe isn't exactly considered a winner in Hills Village Middle School to say the least, but everything's about to change: he's won a jet-set trip to Australia!



This interactive book features more than 80 hilarious anecdotes from duelling siblings Rafe and Georgia – plus dozens of fun-filled activities!

But Rafe soon finds that living in the Land Down Under is harder than he could've ever imagined. So with the help of some new misfit friends, Rafe sets out to show everyone what he does best: create utter mayhem!



ABOUT JAMES PATTERSON

James Patterson is the internationally bestselling author of the highly praised Middle School books, Homeroom Diaries, House of Robots, Kenny Wright: Superhero, Jacky Ha-Ha and the I Funny, Treasure Hunters, Confessions, Maximum Ride, Witch & Wizard and Daniel X series.

James Patterson has been the most borrowed author in UK libraries for the past nine years in a row and his books have sold more than 350 million copies worldwide, making him one of the biggest-selling authors of all time. He sponsored the World Book Day Award in 2015 and 2016, giving schools the chance to win a share of £50,000 to buy books for their library. He has also so far donated £500,000 to UK independent book shops in partnership with the Booksellers Association, funding everything from new carpets and shelves to innovative schemes to get children reading. He lives in Florida with his wife and son.

Visit the Middle School world on www.penguin.co.uk/puffin/middle-school

www.facebook.com/JamesPatterson

Twitter: @JP_Books

ABOUT THIS RESOURCE PACK

This resource pack is designed to introduce you and your students to the world of Middle School and encourage a love of reading!

It is split into 5 sections including pre-reading activities, thematic connections, discussion questions, lesson plans and activity sheets. The pack can be delivered in sequence or broken up into separate lessons and provides material for eight to ten hours of lessons. It is suitable for children aged 7–12 years.



PRE-READING ACTIVITIES

Skim through the connections below before reading the Middle School books with your class

ENGLISH/LANGUAGE ARTS

.....
In the two and a half years readers have known Rafe, he has matured and changed considerably.

He has learned lessons about friendship, judging others too quickly, taking a stand for his beliefs, gaining trust, showing mutual respect, and other valuable lessons.

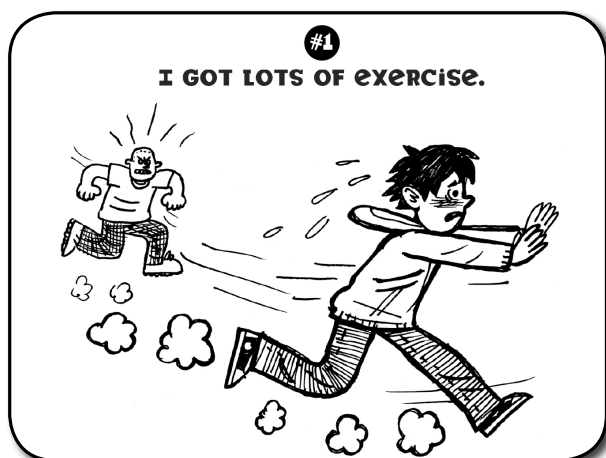
Ask students to select one of the ways Rafe has matured and trace that lesson through the series, showing how people and situations led Rafe to a better way of handling himself.

Students can convey the information through diary entries, letters to the people who prompted the change, essay format, or poetry, such as a poem for two voices.

ART

.....
The illustrations in the Middle School series bring life to Rafe's and Georgia's stories.

The illustrations tell a part of the stories that words cannot convey. Ask students to work with a partner to generate a list of Rafe's Top Ten (or so): Biggest Accomplishments from 7th grade, Worst Events at Camp Wannamorra, Reasons Georgia is a Pain (or Not), or another topic from one of the books in the Middle School series. Then have them illustrate each item, using the same kind of irony and humour Rafe uses in Chapter 4 of *Get Me Out of Here*. Display the Top Ten lists with illustrations in the classroom.



MATHS

.....
Rafe counts 112 rules in the Student Code of Conduct. Students can write a variety of maths problems using this and other facts from the book. For example, students can count the number of rules Rafe broke compared to the total number of rules to determine the percentage of rules he broke; students can also figure the average number of points Rafe made in a certain period of time or the average number of points per rule he broke. Ask each pair of students to write three word problems based on the factual information given to them in the book. Then have each pair exchange their problems with another group and solve the problems.

PSHE/CITIZENSHIP

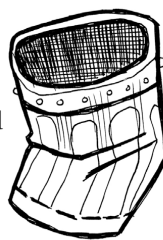
Students at Hills Village Middle School and Cathedral School of the Arts, and even Camp Wannamorra, naturally migrate towards peers like themselves: students like Jeanne Galletta and Georgia who excel academically, Miller and Doolin who lead a band of troublemakers, athletes who play sports, and outsiders who are considered social misfits. These individual groups could be defined as cliques. Ask students to define the word clique and then make a list of the kinds of cliques they come across in their lives. Have students in small groups discuss the benefits and disadvantages of cliques in a school setting. Each group should then share the themes they discuss with the rest of the class.

With all the recent stories in the news about cyberbullying, could the fake web page that Zeke and Kenny posted in Get Me Out of Here using Rafe's name get them in serious trouble? Ask students to define the term cyberbullying, to investigate cyberbullying laws in the UK, to research the consequences of cyberbullying, to ascertain if there are school policies that protect students, and to find statistics and stories about actual cases. Then, armed with information, encourage students to initiate an information programme in their school and community.

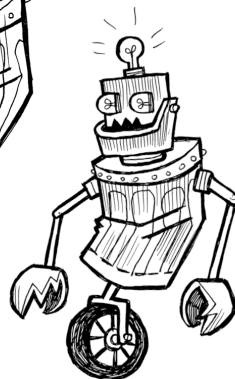
SCIENCE

Increasingly, our planet is becoming polluted; our natural resources are being depleted. Ms. Ling's project in Get Me Out of Here provided a good exercise in making students aware of what they use and throw away. In small groups, ask students to investigate 'going green' and what that means for them or their family. Ask students to keep a list for a week of every item they use that becomes rubbish. Students may even choose to save their rubbish for a week, so they can see the volume and weight. By exploring the amount of waste students and their families produce each day, students can better understand the enormous impact of rubbish on the environment. After their lists are generated, and students become aware of how much rubbish they accumulate, ask students to brainstorm ways they can reduce, reuse and recycle. Have students investigate local recycling options (e.g. do other councils offer better schemes?) and make plans to initiate and operate a school recycling programme or improve on an existing programme.

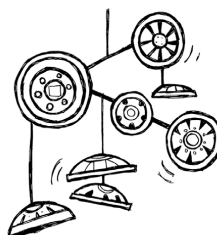
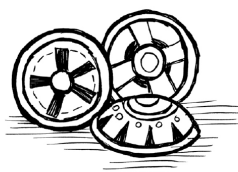
Take a look at this," Mrs. Ling said, and showed us a picture of an old garbage can.



"And now this," she said.



"And this," she said. "And this.

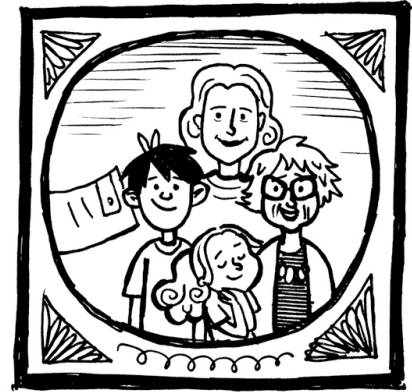


THEMATIC CONNECTIONS



FAMILY RELATIONSHIPS

Whilst Rafe causes his mother considerable trouble, and Georgia rarely causes her mother any trouble at all, Rafe's mother remains supportive of both of her children. How does she influence Rafe's choices? How does she defend Georgia? What illustrates the mutual respect Rafe, Georgia and their mother show each other? How do Rafe and Georgia interact with each other? What role does Grandma Dotty play in the family?



BULLYING

Rafe and Georgia are bullied by the Miller brothers, the Princess Patrol, Kenney and Zeke, and Doolin' and his wrecking crew. Chapter 55 in *The Worst Years of My Life* poses an interesting question: 'Is it still bullying if you're bullying the bully?' When does being mean go too far? What, if any, consequences do bullies suffer for their bullying tactics? How can adults help stop bullying? How do adults sometimes contribute to bullying?

MOTIVATION

Rafe dreads going to middle school but, by implementing Operation R.A.F.E. and Operation: Get a Life!, he stays motivated to attend school even though his school work is below average and he is being bullied. Even at Camp Wannamorra, Rafe's life is miserable because of the actions of others. What occurs in each situation that finally motivates Rafe to step up and succeed? What motivates other characters to take action/change their actions? How does Rafe motivate others?

FRIENDSHIP

Rafe is thrilled when Matty befriends him on his first day at art school, and Norman becomes his friend at camp. What do Matty and Norman teach Rafe about friendship? What does Rhonda teach Georgia about friendship? How does Jeanne prove to Rafe and Georgia that she is their friend? What are the characteristics of true friendship?

PEER PRESSURE

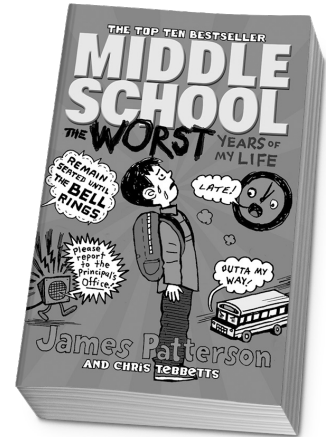
Everyone responds to peer pressure, at least occasionally, but some children are more likely to submit to negative peer pressure, while others are better able to resist and stand their ground. Rafe obviously responds to negative peer pressure and finds himself in trouble for the actions initiated by others. Ask students to discuss what factors influence students who conform to pressure, students who apply pressure, and students who stand their ground.



DISCUSSION QUESTIONS

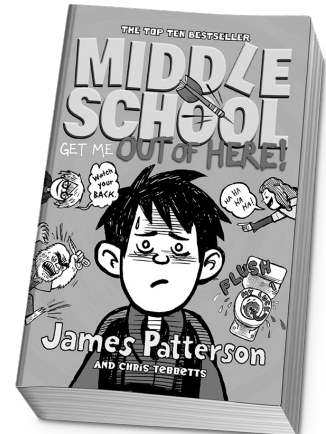
THE WORST YEARS OF MY LIFE

1. One of Rafe's biggest challenges is the harassment of Miller the Killer. What could Rafe do to get on the good side of a kid who only has bad sides? What are some of the strategies Rafe employs? Why don't they work to help keep Miller off Rafe's back?
2. Rafe sees the Student Code of Conduct as a long list of all the ways he probably will get in trouble before the end of the school year (page 21). What other ways could he view the handbook? Why do students choose to or choose not to behave appropriately at school? What impact does a Student Code of Conduct have on student behaviour?
3. Why does Rafe risk telling Jeanne Galletta about Operation R.A.F.E.? What does he hope to gain by confiding in her?
4. How does Rafe break his no-hurt rule by his antics on Halloween? Whom does he hurt? What decision does he make as a result of the pain he inflicts?
5. What is Rafe's opinion of Mrs. Donatello? Why is Rafe wrong about Dragon Lady Donatello? How does he discover the error in his judgement?



GET ME OUT OF HERE

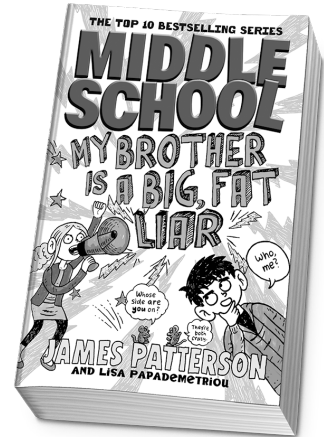
1. Leaving your home and moving means being the new kid in a school where you don't know anyone – always a difficult situation. How does Rafe adjust to his new school? What are Rafe's biggest fears about moving to the city? What are his biggest disappointments about leaving Hills Village?
2. Matty, Zeke and Kenny are all involved when Rafe gets busted for 'art-napping', but they do not come to his aid and Rafe does not tell on them. Why is Rafe so willing to take the fall and suffer the consequences for the school bullies and his troublemaking, so-called 'friend'? After losing his mother's trust, what does Rafe do to begin to earn her trust back?
3. When Rafe tells the truth about whose backpack held the stolen pen, Matty turns on him and, even worse, Matty uses private information Rafe shared in order to humiliate Rafe. What is Rafe's immediate response?
4. Going to Hills Village on a bus by himself demonstrates that Rafe has courage, even though he is running away from his problems. How does this mirror the constant irony of Rafe's life?
5. How does Rafe react to the news of his father's life and death? How will it help Rafe to know the truth about his dad? What role does Rafe's father's uncle play in Rafe discovering the truth about his dad?
6. How is moving back to Hills Village a positive move for everyone in Rafe's family? What do they learn from their time spent in the big city?



DISCUSSION QUESTIONS

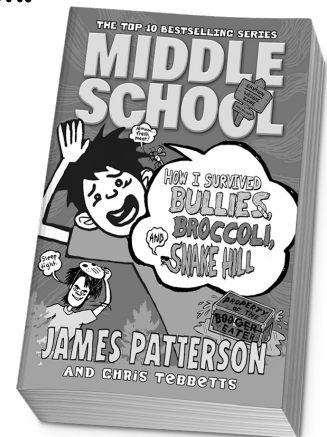


MY BROTHER IS A BIG, FAT LIAR



1. In this story, Rafe's sister Georgia suffers as a result of her brother's reputation. What steps does she take to overcome the teachers' negative attitudes towards her? What, if anything, changes as a result of her efforts?
2. Both the Princess Patrol and Mini-Miller are bullies. How do their bullying tactics differ? What effect does their bullying have on Georgia? How does she put a stop to the torment?
3. What happens that forces Georgia to acknowledge Rhonda as a friend instead of being embarrassed by her? How does Georgia's change of heart change her friendship with Rhonda?
4. Georgia and her friends from Airbrook Arts form a band, but Rafe says they stink. How do they improve from horrible screeching to an encore performance at the school dance? How does Rhonda contribute to the band's success?
5. What do Rafe and Georgia come to understand about each other and their relationship? What does Georgia learn about her family as a result of the discovery that she is adopted? How does her mother stand up for her at school?

HOW I SURVIVED BULLIES, BROCCOLI, AND SNAKE HILL



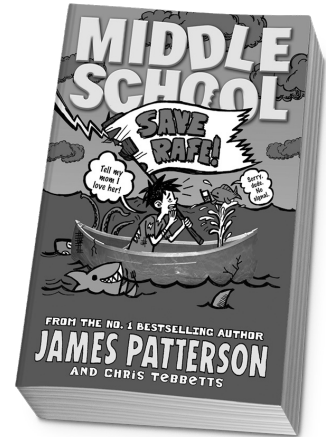
1. Rafe's problems seem to stay with him wherever he goes. What problems does Rafe have at Camp Wannamorra that he also had at both the schools he attended?
2. Rafe states on page 7, '... this was the Worst Summer of My Life. But it was also—weirdly—the best.' How was his summer the worst ever? How was it weirdly the best?
3. What connection does Rafe make with Norman, the Booger Eater? How does Rafe's first impression of Norman change? What does Rafe learn about himself as a result of his relationship with Norman?
4. What actions does Rafe take to make changes in 'the way it's always been' at Camp Wannamorra? What role do his fellow cabin-mates play in Rafe's attempts to make changes? How does Georgia help Rafe?
5. Why does Sherwood refuse to address the bullying issue, calling it 'all in fun' and 'razzing', instead of mean and cruel? How does Sherwood's refusal to deal with the problem backfire and cause more problems? How is Sherwood a bully?
6. How is Rafe the hero of Camp Wannamorra? Why doesn't he tell his mum or anyone else the truth about what really happened?



DISCUSSION QUESTIONS

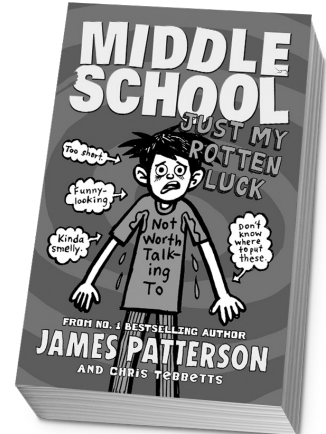
SAVE RAFE!

1. In chapter 2 Rafe's sister appears in his dream and lists all his 'colossal screw-ups'. How important is it to feel respected by your family? Are sibling relationships important? How do they change over time?
2. Imagine you are sent off on an adventure but you have no idea where you are going or what is in store. What skills do you think you would need to survive? What three objects would you take with you? Why?
3. In chapter 42 Rafe stands up to Carmen, the girl he has a crush on. Is it more difficult to stand up to people you admire? Make a list of the different ways of standing up for what you believe in: make a speech, write a letter...
4. The young people in The Program are called 'Cockroaches' by Sergeant Fish. Read page 247 – what do you learn about cockroaches that makes them special? Why do you think he calls the boys cockroaches?



JUST MY ROTTEN LUCK

1. Rafe is not happy about having to return to Hills Village Middle School. What reasons can you think of from previous Middle School books for Rafe not wanting to go back?
2. In chapter 10, Rafe meets Flip for the first time. What are Rafe's first impressions of Flip? What does he like about him? In what ways is Flip different from everybody else?
3. In chapter 32 we learn more about Leo, Rafe's brother who died. How has Rafe tried to keep Leo in his life? What does he mean when he calls Leo his muse?
4. Rafe is only allowed back to school if he joins the special educational needs class, which he calls: 'SPECIALS. Dummies. Rejects. Weirdos. Freaks'. In what ways are these labels proved to be wrong later in the book?
5. Rafe loves art and takes inspiration from lots of artists throughout the book. Research into Jackson Pollock and Andy Warhol – find out about what they painted, who they were and what they are best known for.

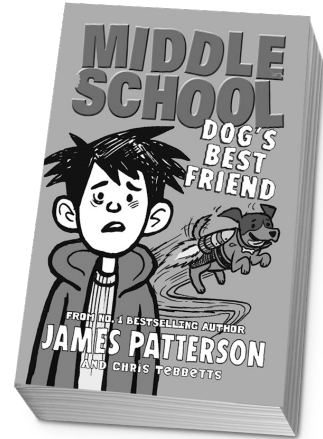


DISCUSSION QUESTIONS



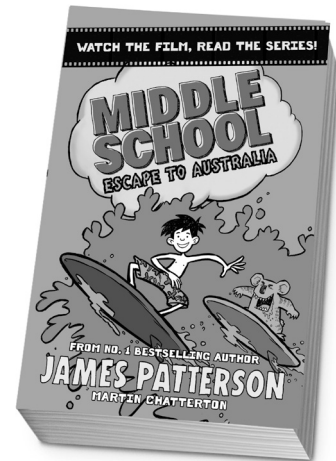
DOG'S BEST FRIEND

1. Although Rafe's family have their difficulties, Rafe knows that he is lucky in many ways: he has a loving mother, a warm and safe home and a very special best friend. What things are you grateful for in your life?
2. In *Dog's Best Friend*, Rafe is learning how to be the 'new Rafe' and respond to his problems with more maturity. What do you think the main differences are between being a child and being an adult? What do you think it means to be mature? Think about how this maturity might look in all the different aspects of your life - including friendships, family, school and holidays.
3. When Rafe starts his own business, he imagines all the things he will buy for those he loves the most. A tropical island for his mom, a ski condo for his grandma and even a pair of socks for his sister! If you were to start a hugely successful business, what would you want to give to those around you?
4. Whilst Rafe is attempting to catch a dog that has run away, he sees his Grandmother using a food bank. What is a food bank? Why do you think people have to use them? What ways can we help people who need to use food banks?
5. When Rafe encounters 'Cheap Walks' - the twins who set up a rival business - Rafe decides that the war is on. What are the different ways in which we can deal with our rivals? Out of all of these possible solutions - which do you think are best? Why?



ESCAPE TO AUSTRALIA

1. When Rafe and his mum arrive in Australia, Rafe wants to sleep for three weeks straight and Rafe's mum vomits all over their host. How do you feel when you go away from home? Do you love going on adventures or do you prefer to stay on your home turf?
2. 'Beaches, sun, shrimps on the barbie, palm trees.....uh.....kangaroos' p25. What else is Australia known for? Is this a place you would like to visit?
3. Rafe is not accepted by the children of the host family he is staying with in Australia. How could Rafe have better tried to deal with this situation? Have you ever been forced to spend time with people that are completely different from you? What advice would you give Rafe?
4. Whilst in Australia Rafe is introduced to a lot of new things. He is taken surfing, sees his first snake, and meets his first 'drop bears'. What kind of attitudes and behaviour do you think you should have when you encounter new places and have experiences for the first time?
5. The art critic, Frost DeAndrews, thinks Rafe's stunt is a wonderful piece of performance art. What do you think counts as 'art'? What would you most like to see in an art gallery?





LESSON 1: CAMP WANNAMORRA

Lesson objective:

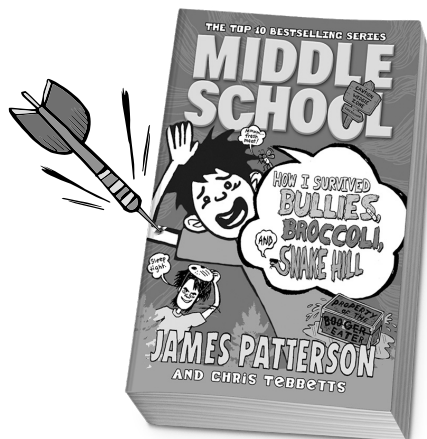
to understand the connotations of place names.

Lesson outcome:

a leaflet describing an inventive summer camp.

Lead-in questions:

1. What would be your ideal summer holiday?
2. What type of summer camp would you like to attend?
3. What is the worst summer holiday you could imagine?



Activity 1:

In chapter 3 Rafe and Georgia learn that there is something called 'Snake Hill' in Camp Wannamorra. Make a brainstorm of all the connotations that the name Snake Hill has. What emotions can you connect to it? What does it make you think of?

Activity 2:

Working in groups of three, design your very own summer camp. You need to decide if you want it to be a positive or a negative camp and think outside the box! Where would it be? What activities would you be made to do? Draw your camp and label it with creative place names.



Activity 3:

Make a leaflet to persuade others to come to your camp. Include lots of drawing, headings and quotes from kids who have attended before.



LESSON 2: DEAR ME



Lesson objective:

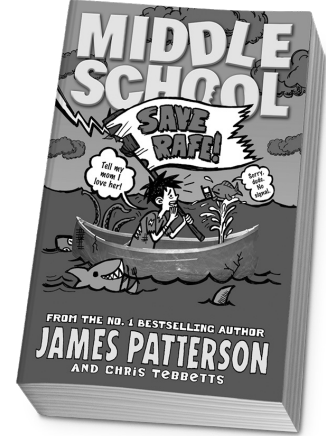
to understand how to write an informal letter.

Lesson outcome:

a letter to yourself.

Lead-in questions:

1. Why is it important to think about the future?
2. What three goals do you want to have achieved by next year?



Activity 1:

One of the last things Rafe has to do in The Program in Save Rafe! is write a letter to himself, which is to be read in one year's time. Read Rafe's letter (on the following pages and on p. 241–242 in the book) and make a list of all the things Rafe wants for himself in the future. Work in pairs and discuss his choices – are they things for himself? Does he make any wishes for other people?

Activity 2:

Write your very own letter addressed to yourself, which can only be opened in a year. Think about where you want to be, what you want to have achieved and how you are going to do this. Just like Rafe, think about your friends and family too!



Activity 3:

Write your letter up in neat and give it a design that suits your personality. Be creative! You could include photos, drawing or even a map! Take your letter and hide it in a secret place, ready to be read in a year's time.

Dear Rafe-One-Year-from-Today,

Hi. How are you doing? How's life going in the future? Remember when you were sitting in the woods writing this? That probably seems like a long time ago, doesn't it? Not to me. I'm still stuck here. In fact, I wish I was you.

I mean, I know I am you, but just not yet. (Man, your head could explode thinking about this stuff!)

ANYWAY, I'm supposed to answer this one question: What do I want my life to be like one year from today? I don't know how much longer this solo thing is supposed to last, so I better come up with something quick. Okay, here's what I want:

One year from now, I want to be back in my regular life, but better. I know that means going to Hills Village Middle School, but if it makes Mom happy, then that's a good thing.

I want to be getting all A's and B's in school. Okay, maybe ~~one C~~^{two C's three C's,}, tops. But no D's and definitely no F's.

I want to be making cool art. All the time.

And as long as I'm asking, I want Mom to sell at least ^{five} ~~one~~ of her own paintings. Maybe she could also meet some guy who will be nice to her and take her out for dinner sometime. But only if he's really nice.

Grandma Dotty deserves a boyfriend too, I guess, but that's just gross. So maybe she can win a trip to Hawaii or something.

And Georgia's really smart, so she deserves to get a scholarship to any boarding school she wants. In any state she wants. Except for the one I live in.

Last (but this one's important), one year from today, I want to be thinking about how glad I am that I never, ever, **EVER** have to spend another week in the middle of nowhere with Sergeants Pittman and Fish, especially Fish, ever again.

I guess that's it. See you in a year. Good luck!

self
Your ~~friend~~,
Rafe



LESSON 3: CONSCIENCE CORRIDOR



Lesson objective:

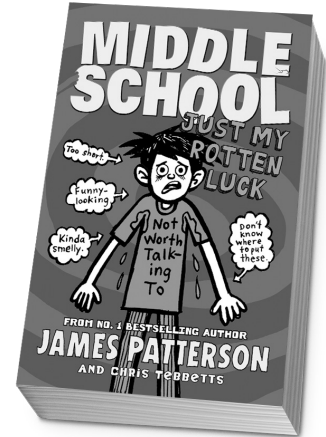
to empathise with Rafe and understand his difficult decisions.

Lesson outcome:

a piece of empathetic writing in the voice of a character.

Lead-in questions:

1. Why does bullying happen?
2. What can be done to stop bullying in schools?

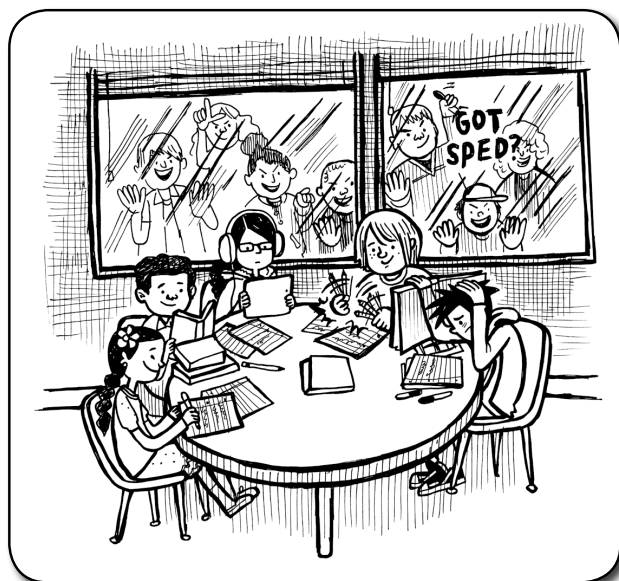


Activity 1:

In chapter 55 Rafe walks away whilst his classmates are being bullied. Organise your class into groups of two or three and ask them to brainstorm reasons why Rafe was right to walk away and reasons why he was wrong to walk away.

Activity 2:

Organise a 'conscience corridor'. The class should make two lines with a corridor in between. Half the students should be on one side reading the reasons why it was right, and the other half should be on the opposite side reading the reasons it was wrong. Everyone should take turns to walk through the corridor, listening to all the conflicting points of view.



Activity 3:

Write a diary entry in the voice of Rafe, reflecting on the decision to walk away whilst others were being bullied.

LESSON 4: “I WAS GOING TO START A BUSINESS, A *DOG WALKING BUSINESS*”



Lesson objective:

to understand how to develop an idea collaboratively.

Lesson outcome:

a business idea and name.



Activity 1:

Students should read the extract below (and on page 21) and discuss:

1. Why Rafe decides to start a dog walking business
2. What makes him a good person to start a business of this type

“You know how some ideas come on slowly, like a pot of boiling water? Not this one. This was more like an explosion. In a dynamite factory. Inside my brain. I was going to start a business. A dog-walking business. It was the perfect idea, for three reasons. 1. It was going to make Mom happy. This was going to show her I could be responsible and earn my own money. 2. It was going to make Junior happy. You can’t forget to walk the dog when you have a dogwalking business, right? And 3...can I get a drumroll, please? Because if I played it right, I was going to turn this idea into enough cash for a WormHole Premium MultiPlatform GameBox of my very own. And that’s what you call a win-win-win. In other words—BOOM!”

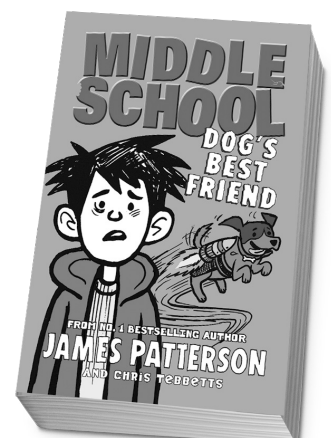
Activity 2:

Working in small groups, students should create a mind map of all the possible businesses they could start. They should think creatively and come up with as many ideas as possible – could they make smoothies and sell them at break time? Start a babysitting club? Make the best cakes for a cake stand?

Activity 3:

Students need to pick ONE idea out of their mind map. Which idea is most likely to make money? Which would be the most fun to start?

Using this idea students need to come up with a creative business name. Just as Rafe decides to call his business Dogs To Go, and the twins called their business Cheap Walks, students need to think of an interesting name that describes what their business is all about.





LESSON 5: DRAGON'S DEN

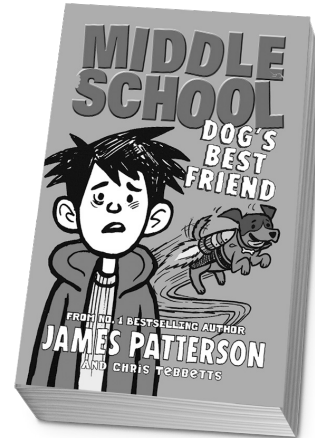


Lesson objective:

to understand how to pitch an idea.

Lesson outcome:

a presentation to the class in the style of Dragon's Den.



Lead-in activity:

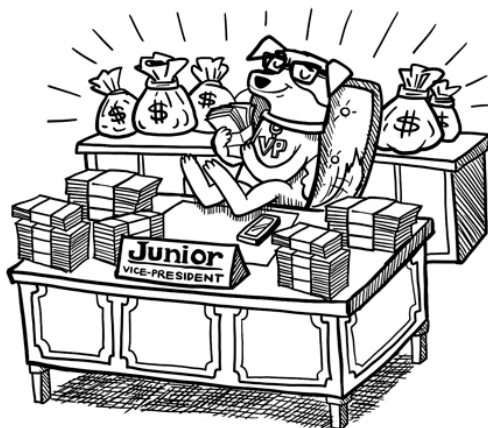
Rafe has high hope for his business in the long-term:

"There I am on my corporate jet, taking a bath in hundred-dollar bills while we zoom down to Miami for the weekend. We've got the opening of our one thousandth location coming up tomorrow, and it's our biggest one yet. Because what McDonald's is to hamburgers, that's what we're going to be to dog-walking. This whole corporate empire thing is going way better than I ever could have imagined. Actually, scratch that. It's going exactly as well as I imagined. Good thing I remembered to think BIG. So as soon as I finish covering myself in that new-money smell, I hop out of the tub and throw on one of those extra-fluffy robes. I'm late for a business meeting with my Corporate Vice-President."

Working in the same groups, students should imagine their business ten years down the line and doing fabulously. What would their lives look like? What luxuries would they allow themselves?

Activity 1:

Students now need to think about their businesses in more depth. Using sugar paper and lots of colours, students should think about what their idea is all about, why they think it will be successful



Activity 2:

Each group needs to pitch their ideas to the class. They should be creative and think about the style of their pitch – will they use music? Dramatic voices? Audience participation? Hand out business cards?

At the end the class should take a vote – whose pitch was the most successful?



LESSON 6: MISSION ACCOMPLISHED

Lesson objective:

to understand Rafe's motives and development throughout the book.

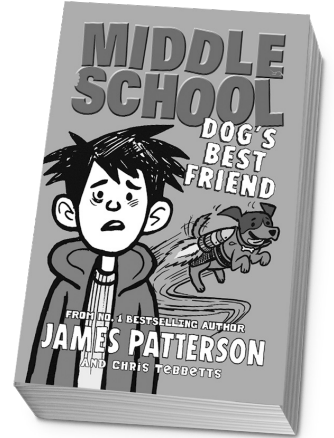
Lesson outcome:

a written reflection.

Activity 1:

When Rafe starts making money from his business, the first thing he wants to do is help his mum out. Students should read chapter 36 as a class and answer the questions:

1. What do Georgia and Rafe do in the restaurant?
2. Why do they decide to do this with their money?
3. How do you think the relationship between Georgia and Rafe has changed throughout the book?



Activity 2:

Even though Rafe's business is finally shut down, Rafe has a lot to feel satisfied about. Students should write down a list of some of the positive results that have come out of Rafe's actions:

1. He is able to help his mum out with money
- 2.
- 3.
- 4.
- 5.

Activity 3: Dear Diary...

Students should write a reflection from the point of view of Rafe, at the end of the book. Possible topics to include are:

- How Rafe feels about the end of Dogs To Go
- His relationship with his Grandmother
- How it feels to have bought the new Worm Hole Premium Gamebox
- His hopes for the future
- His relationship with his sister

Reflections can be written as a diary entry and should be written in the first person.





LESSON 7: SHARK'S BAY

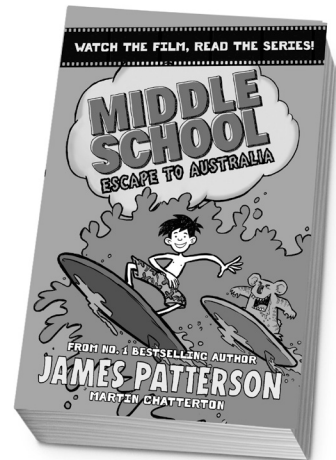


Lesson objective: to understand how to use the text to inform a piece of creative writing

Lesson outcome: a piece of creative and descriptive writing

Activity 1:

Read the following passage and circle all the different creatures Rafe has mentioned and highlight all the creative ways these creatures have been described. Can you spot interesting adjectives? Similes? Repetition?



Crocodiles as big as school buses, Tasmanian devils (don't ask), goannas (basically dinosaurs), ghost bats (of course), stone sh (deadly sh sneakily disguised as stones), poisonous blue-ringed octopuses (cute little octopuses that are possibly the most poisonous creatures on the planet), venomous snakes by the bucketload, redback spiders, scorpions, stick insects (so big they should be called log insects), killer caterpillars (caterpillars!), toad sh (with teeth shaped like a parrot's beak that are capable of ripping off your toe)...and sharks. Lots and lots and lots of sharks. Tiger sharks, bull sharks, makos, hammerheads, blues, and the big daddy of them all—the shark that gives me nightmares - the great white.

P30.

Activity 2:

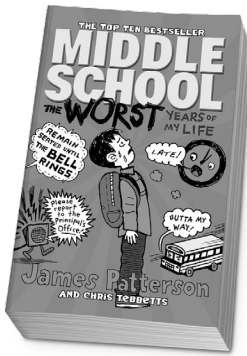
Using Rafe's description of the terrifying animals in Australia, and your own creative ideas about Shark's Bay, draw a map of how you think this area would look. Try to include labelled drawings of these weird and wonderful animals and get creative with the other features of the bay. Does the name give any clues to how it might be set out? What other interesting features could you include?

Activity 3:

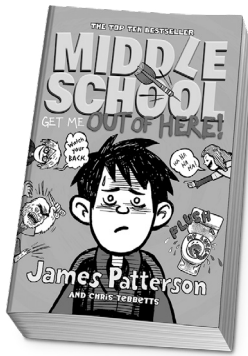
Using your map, and Rafe's descriptions of the creatures in Australia as inspiration, write a piece of creative writing that describes the setting of Shark's Bay. Bonus points for including sensory description to really give a flavour of what this setting might be like. If you were there what could you hear? What could you taste? What would it feel like to touch the sand? Or to be in the sea?



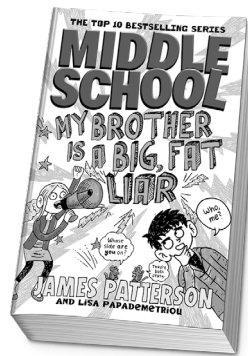
THE MIDDLE SCHOOL



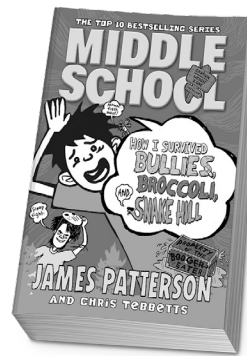
The Worst Years of My Life



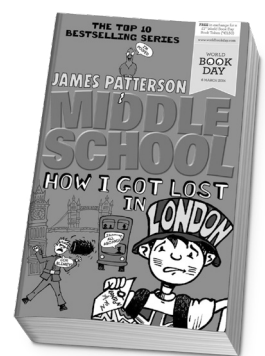
Get Me Out of Here!



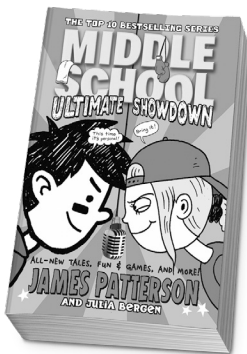
My Brother is a Big, Fat Liar



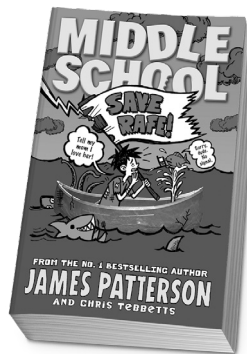
How I Survived Bullies, Broccoli and Snake Hill



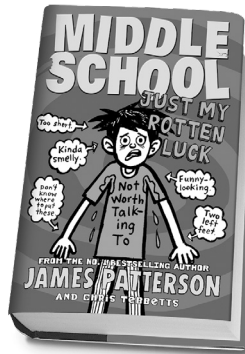
How I Got Lost in London (World Book Day 2014)



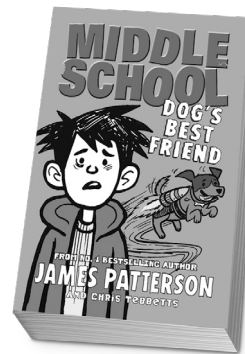
Ultimate Showdown



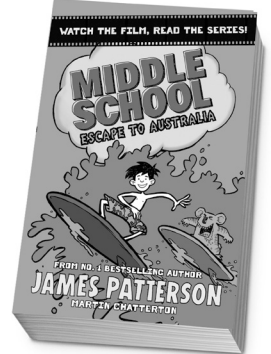
Save Rafe!



Just My Rotten Luck



Dog's Best Friend



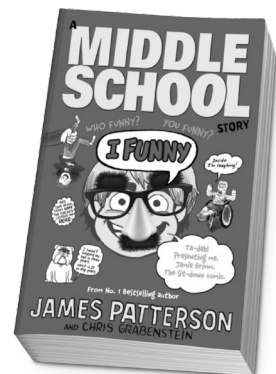
Escape to Australia

FURTHER READING

I FUNNY

Jamie Grimm is a middle schooler on a mission: he wants to become the world's greatest stand-up comedian – even if he always seems to 'choke' in the spotlight. When Jamie finds out about a contest called the Funniest Kid on the Planet, he knows it's time to face his fears and enter. But are the judges rewarding him out of pity because he happens to be in a wheelchair, like his bullying cousin Stevie suggests? And will Jamie ever share the secret of his troubled past – and reason for his disability – instead of hiding behind his comedy act?

Follow Jamie's journey in this highly illustrated series that's as heartfelt as it is hilarious.



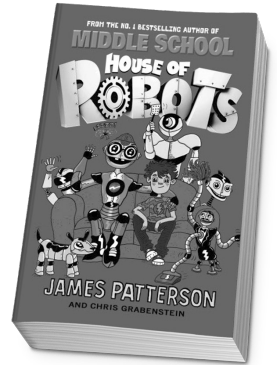
FURTHER READING

HOUSE OF ROBOTS

.....
An extraordinary robot signs up for an ordinary fifth grade class... and elementary school will never be the same!

It was never easy for Sammy Hayes-Rodriguez to fit in, so he's dreading the day when his genius mom insists he bring her newest invention to school: a walking, talking robot he calls E – for "Error". Sammy's no stranger to robots – his house is full of a colourful cast of them. But this one not only thinks it's Sammy's brother... it's actually even nerdier than Sammy.

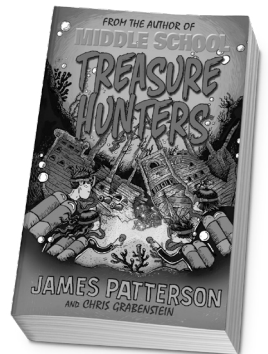
Will E be Sammy's one-way ticket to Loserville? Or will he prove to the world that it's cool to be square? It's a roller-coaster ride for Sammy to discover the amazing secret E holds that could change his family forever... if all goes well on the trial run!



TREASURE HUNTERS

.....
The Kidd siblings have grown up diving down to shipwrecks and travelling the world, helping their famous parents recover everything from swords to gold doubloons from the bottom of the ocean. But after their parents disappear on the job, the kids are suddenly thrust into the biggest treasure hunt of their lives.

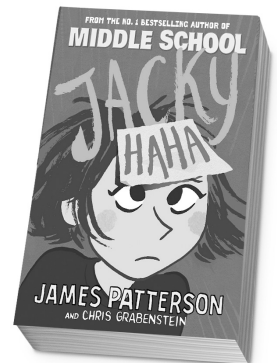
They'll have to work together to defeat dangerous pirates and dodge the hot pursuit of an evil treasure-hunting rival, all while following cryptic clues to unravel the mystery of what really happened to their parents – and find out if they're still alive.



JACKY HA-HA

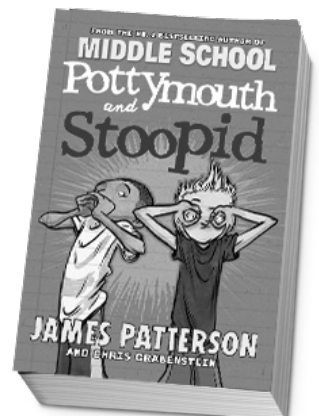
.....
With her irresistible urge to tell a joke in every situation – even when she really, really shouldn't – twelve-year-old Jacky loves to make people laugh. And cracking wise helps distract her from thinking about not-so-funny things in her life, like her mom serving in a dangerous, faraway war, and a dad who's hardly ever home.

But no matter how much fun Jacky has, she can't seem to escape her worries. So one starlit night, she makes a promise to keep her family together... even if she has to give up the one thing that makes her happy. But can she stop being Jacky Ha-Ha, if that's who she really is?



POTTYMOUTH AND STOOPID

.....
David and his best friend Michael were tagged with awful nicknames way back in preschool when everyone did silly things. Fast-forward to seventh grade: 'Pottymouth' and 'Stoopid' are still stuck with the names – and everyone in school, including the teachers and their principal, believe the labels are true. So how do they go about changing everyone's minds? By turning their misery into megastardom on TV, of course! And this important story delivers more than just laughs – it shows that the worst bullying doesn't have to be physical, and that things will get better.



This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the entire width of the page, providing a guide for handwriting or typing. There are no margins, text, or other markings present.