

**Title:** Finn and the Pen (The Pen Series: Book 3)

**Author:** David Lawrence

**Illustrator:** P.J. Reece & Cherie Dignam

**ISBN:** 9781922539960 | **Publication date:** Mar 2025

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

**Key Curriculum Areas:** English, Science / STEAM, The Arts: Drama, Visual Arts, Music, Health and Physical Education

## SYNOPSIS:

The magical – and occasionally catastrophic – pen is back in the third instalment of The Pen series! This time, it's in the hands of eleven-year-old Finn, who is on a mission to save himself and his foster siblings from the TERRIBLE Mr and Mrs Grimshaw, and find out the truth about his past. But while the pen grants him freedom, fortune and even fame, the consequences to his actions start to mount up. Can Finn save the day the right way? Find out in this fast-paced, laugh-out-loud adventure!

## THEMES:

- Fantasy – magical realism
- Teamwork
- Adventure
- Humour
- Family – foster care / adoption
- Kindness

## SELLING POINTS:

- A relatable, fast-paced and hilarious adventure story that will absorb readers aged 8-12.
- Covers serious issues in a light-hearted and accessible way, including themes of troubled home life, found family and actions having consequences.
- Perfect for kids who like elements of fantasy woven into a relatable world.
- Includes hilarious yet clever illustrations – Gary Larson style, for kids!

## AUTHOR BACKGROUND:

**David Lawrence** penned his first book in 2007. Since then, he has written 12 fun-filled children's books aimed at engaging reluctant readers. Like most children's authors, David started out as a Financial Analyst. He went from creating profit and loss statements to performing stand-up comedy and TV writing, before penning his first book in 2007. Since then he has written another 12 fun-filled children's books, aimed at engaging reluctant readers. David is passionate about children's literacy and is a proud Ambassador of the Indigenous Literacy Foundation.

**Cherie Dignam** has always loved drawing and works in a variety of mediums. However, she is at her happiest with a good old-fashioned dip pen and ink.

**P.J. Reece** is an Australian illustrator who lives in the Shoalhaven region of NSW and originally comes from Canberra. He does his illustration work on an iPad using an app called Procreate but still tries to keep his pen/pencil and wash style illustration style that he developed using traditional materials.

## AUTHOR MOTIVATION:

I was in lockdown during Covid, after all our performance work had been cancelled overnight, and the thought of having a magic pen that could change my circumstances was very appealing at the time! Thought this concept would also appeal to kids being trapped at home. The original idea came from thinking of ways to turn the tables on bullies – and the saying ‘The pen is mightier than the sword’, popped into my head.

## INTERVIEW

### AUTHOR:

#### What is the inspiration for this story?

The idea for *Finn and the Pen* came during a moment of self-reflection: How different would my life have been without wonderful, caring parents? Would I have been bitter about my circumstances and jealous of other children who were seemingly much better off? The answer was a resounding ‘yes!’ So I created Finn and showed him what his life could have looked like. But I also wanted to make the point that families come in all shapes and sizes and amazing bonds can be forged, even in adversity.

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

I always run my first drafts past girls and boys in the target age group - and there was some brutally honest feedback given to me during this process! But to be able to sit down with kids and hear them explain how your writing made them laugh, cry or feel frustrated, was a wonderful and rewarding experience.

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

*Finn and the Pen* is the third book in the series about a magic pen, so the most challenging part was making it different from the first two. I deliberately made some of the undertones a bit darker, and set up the storyline as more of a mystery that Finn had to solve.

### ILLUSTRATOR:

#### What media do you use to create your illustrations? Briefly describe your process.

I illustrate using an iPad and drawing app called Procreate. After reading through the story I usually do some quick sketches to capture the main features of the characters in the story. I then do thumbnails which are small sketches showing how each page will look – these sketches don’t have a lot of detail but show the composition of the illustration and where the main parts of the drawing will go. Then I do rough drawings which are full sized illustrations and then I do the final illustrations with solid line work and backgrounds.

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

Getting to work on a different type of book, this one being a chapter book as opposed to the picture books I’ve previously worked on. I also enjoyed coming up with ideas as to how Finn and his foster parents might look.

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

Trying to keep the general feel of the illustrations similar to the first two ‘Pen’ books illustrated by Cherie Dignam whilst still staying true to my style of illustration.

**TEACHER ACTIVITIES/NOTES:**

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

**BEFORE READING**

- Look at the cover of Finn and the Pen. What do you notice? What does it make you wonder? How do you think the character is feeling? What do you think this story is about?
- Read the blurb. Discuss.
- What ideas about Finn come to mind when you learn he is a foster kid? What does this mean?
- What do you think Finn's main mission might be in this story?
- What do you perceive to be the value and importance of 'selflessness' and 'kindness'?
- If you could make a drawing become reality with a magic pen, what would you draw? Why?
- If you've read *Ruby and the Pen* (Book 1) and *Xander and the Pen* (Book 2), use prior knowledge to predict some of the themes in this third instalment.

**CHAPTER 1:****Plot tension:**

- How do the opening lines hook you in?
- What do we immediately learn about the main characters?
- What does the author intend for readers to think about?
- How does the author end the chapter? How does it make you feel?

**Vocabulary:**

Years 3 & 4 English: ([AC9E3LA02](#)) ([AC9E3LA06](#)) ([AC9E3LA07](#)) ([AC9E3LA08](#)) ([AC9E4LA08](#)) ([AC9E4LA11](#)) | Years 5 & 6 English: ([AC9E5LA08](#)) ([AC9E6LA06](#))

*uncontrollably, stylishly, innocently, awkwardly, expensively, vigorously*

- Discuss and write down the meanings of the vocabulary terms. These are all adverbs (describing verbs). Write them in your own sentences.

**Literary Technique: Humour and Visual Literacy**

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

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

The author has used visual literacy (casting visual images in your mind) that invoke humour in certain situations.

*"... Mrs Grimshaw entered with the facial expression of a deranged zombie." (p.2)*

*"... her husband looked like an alarmed puffer fish. It was as if someone had attached an air pump to his backside and over-inflated him." (p.4)*

*"... Mr Grimshaw would take a cereal bowl from the kitchen, place it on the children's heads, and cut their hair around it. Sometimes with the cereal still in it!" (p.11)*

- Imagine these moments in your mind. Highlight the specific parts of the language used that show the reader what the characters look like, and also what impression they give.
- Write about a part of this chapter using visual imagery techniques for a partner to illustrate.

**Discussion Questions, Comprehension and Activities:**

- What have you learned about Finn and his family?
- What have you learned about Mr and Mrs Grimshaw? What kind of people are they? **List some adjectives** to describe them.
- Why do you think they are disappointed in Finn for winning a story competition?
- Do you think Finn is trying to pit his foster parents against each other? Why?
- What role do you think Riya has in helping Finn with his goals? What are his main goals?
- What aspects about the books and technology do you wonder about? How might these be utilised in future chapters?

**CHAPTER 2:****Vocabulary:**

Years 3 & 4 English: ([AC9E3LE01](#)) ([AC9E3LE02](#)) ([AC9E3LE03](#)) ([AC9E4LE03](#)) ([AC9E3LE05](#)) ([AC9E4LE05](#)) | Years 5 & 6 English: ([AC9E5LA08](#))

*gleaming, sleek, sarcastic, piercing, distinguished, oafish*

- Write down the definitions of these adjectives (describing words). Write each term in a sentence or all of them in a short story.

**Literary Technique - Alliteration:**

Years 3 & 4 English: ([AC9E3LA07](#)) ([AC9E3LA10](#)) ([AC9E4LE02](#)) ([AC9E3LE04](#)) ([AC9E4LE04](#))

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

*“Cranford’s annual market was set up on the Derry-Dacker Oval, which was named after the town’s best known footballer, Clyde Derry-Dacker. (p.22)*

*“Clyde had famously refused to leave the field after breaking both his legs during the Cranford Cannons only winning grand final in 1979.” (p.22)*

*“After the game, coach ‘Moose’ McGinty had declared that Clyde was ‘an absolute legend!’” (p.22)*

**Derry-Dacker**

**Cranford Cannons**

**Moose McGinty**

- Discuss the literary technique of alliteration and how the author has used this as a form of humour and for a memorable impact. Students can brainstorm some other possible funny alliterated names for these, or other characters and draw pictures to match.

**Discussion Questions, Comprehension and Activities:****Activity: Character Profile**

Years 3 & 4 English: ([AC9E3LA02](#)) ([AC9E3LA06](#)) ([AC9E3LA07](#)) ([AC9E3LA08](#)) ([AC9E4LA08](#)) ([AC9E4LA11](#))

Years 5 & 6 English: ([AC9E5LA08](#)) ([AC9E5LE03](#)) ([AC9E5LE04](#)) ([AC9E5LE05](#)) ([AC9E6LE05](#))

- Create a Character Profile sheet about one of the main characters – Finn, Mr Grimshaw or Mrs Grimshaw. Include some adjectives, fun facts and a picture. To help with your character analysis, find parts of the text to show the way they **Speak** (How do they speak?), **Think** (Thoughts and feelings), **Effect** on others (How do others react to them?), **Act** (What do they do?) and **Look** (What do they look like?).
- Draw Finn in the clothes he is wearing on Page 20.

**Questions**

- What has happened in Cranford’s main street? How do you think this might correlate to how Mr Grimshaw looks? How do you think might correlate to how the foster parents treat the children?
- Do you think the book, *Raising Children: The Grimshaw way* would be a reliable source of information? Why or why not? Write some ‘parenting tips’ from people like the Grimshaws.
- How do you feel about Finn’s story, Scrapy the Monkey? Why do you think he wrote this story, and why would he want it to be read publicly?
- What do you think is happening with the white mist? What might happen next?

**CHAPTER 3:****Vocabulary:**

Years 3 & 4 English: ([AC9E3LE01](#)) ([AC9E3LE02](#)) ([AC9E3LE03](#)) ([AC9E4LE03](#)) ([AC9E3LE05](#)) ([AC9E4LE05](#)) | Years 5 & 6 English: ([AC9E6LA06](#))

*surged, clenched, stifled, squealed, scrambled, slithering, sneered*

- Write down the definitions of these **verbs** (action words). Write each term in a sentence.

### Literary Technique: Metaphors

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

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

*“For the first time in his life, he felt safe; as if he was wearing an invisible suit of armour.” (p.38)*

*“On the side of the pen Finn noticed some strange words: manibus futuri. ‘It means the future is in your hands,’ came a distinctive raspy voice from the other side of the table.” (p.38)*

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

Finn is describing the way he feels safe like wearing invisible armour. In the second quote, the metaphor is ‘the future is in your hands’. Both of these are not literally the case. In reality, there is no such thing as invisible armour, and you can’t actually hold the future in your hands.

- How do these statements symbolise a feeling of power, protection and control?
- Write another metaphor to describe these feelings. Be creative!

### Discussion Questions, Comprehension and Activities:

#### Activity: Y-Chart

- Using a **Y-Chart**, consider the instance in which Finn comes across the pen and the mysterious old man, and write about his experience with what it **LOOKS LIKE**, what it **FEELS LIKE** (physically) and what it **FEELS LIKE** (emotionally).

#### Questions

- What happened to Finn when he touched the pen? Could this happen in reality? Why does he repeatedly say, ‘Nothing can harm me.’?
- Discuss the meaning of ‘manibus futuri’. How do you think this knowledge will be used in future chapters? Does he actually feel in control or not? How do you know?
- Why was the pen more important to purchase than the Cleft Field CDs?
- What do you think has happened to the Grimshaws?

## CHAPTER 4:

### Vocabulary:

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

*accordion, certificate, document*

- Write down the definitions of these **nouns** (names of things). What do they all have in common? (ie. store information). Write sentences including these terms.

### Literary Technique: Idioms

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

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

*“Here goes nothing, he thought.” (p.63)*

**What is an idiom? 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 meaning of the idiom, ‘*here goes nothing*’ (used when one is about to try doing something new, difficult, or unpleasant). Find out if there are other terms or phrases that relate to someone attempting a new or unknown task. For example, ‘to take a chance’, ‘to try one’s luck’, ‘to roll the dice’, ‘cross your fingers’, ‘take a leap of faith’, and so on.
- Select an idiom and draw a picture to represent this concept.

**Discussion Questions, Comprehension and Activities:****Questions**

- How did Finn fix the gash on his arm?
- What did Finn discover on his Birth Certificate? Write down the details of his full name, birth date, place of birth, parents' names, blood type, etc. **Make a birth certificate** with your own details.
- What are the similarities and differences between emails and morse code? Write these in a **Venn Diagram**.
- How did Finn create a bus ticket? Where is he going? Why does he want to go there? Do you think the bus driver will accept Finn's ticket?

**CHAPTER 5:****Vocabulary:**

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

*enormous, distraught, fitful, almighty, jagged*

- Write these terms in sentences, adding more to the descriptions with extra **adjectives**.

**Literary Technique: Similes**

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

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

*"Moxie nodded then pulled out a mini-pillow, wedged it between the corner of her seat and the window, and within fifteen seconds was snoring as loudly as a chainsaw."* (p.68)

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 simile (*snoring as loudly as a chainsaw*), write your own simile to show how loud Moxie's snoring is. For example, '*as loudly as a jet engine*', '*loud like a vacuum cleaner*', '*louder than a rock concert*', and so on.
- Illustrate your sentence.

**Discussion Questions, Comprehension and Activities:****Activity: Newspaper Article 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)

- Study the language used in the newspaper article (comparing this with the language used in the emails). What is the tone? Is the story trying to be persuasive? How are relevant vocabulary terms and punctuation used?
- Write your own news story with the same or contrasting headline for:  
***Good Samaritans' Home Struck by Lightning.***
- Will it be serious or include humour? Set it out with an introduction (What is the story about? Who is involved? Where? When?), some events and direct quotes, and a conclusion about what might happen next.

**Questions**

- Do you think Finn did the right or wrong thing by taking Cynthia Upton's seat? Discuss whether you agree or not that sometimes the 'wrong' thing may be necessary. Was Finn in control of his actions or not?
- What are your thoughts on the lightning striking the Grimshaw's house? Do you think it was deserved?
- Say the following words out loud: Anaesthesiology, Cardiology, Gastroenterology, Maternity, Pathology, Radiology, Registrar's Office. What do each of these specialise in?
- What kind of illegal practice do you think Kynan Tudge has been involved in?



**CHAPTER 6:****Vocabulary:**

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

Years 5 & 6 English: (AC9E5LA06) (AC9E5LA08) (AC9E6LA06)

*dejected, aggressively, thundered, hapless, powerful*

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

**Literary Technique: Visual Literacy**

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

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

*“He retrieved the pen from his pocket and quickly sketched a stick figure throwing a basketball through a hoop. Underneath the drawing he wrote ‘Finn wins’, then took off his glasses.” (p.85)*

*“Unfortunately for Spider, Finn anticipated this move and with the speed of a striking snake whipped the ball away from him.” (p.87-88)*

- Imagine the basketball scene in your mind. Highlight the specific parts of the language in the text that show the reader what Spider looks and acts like, and in opposition, what Finn looks like and how he acts.
- Write about a part of this chapter using visual imagery techniques for a partner to illustrate.

**Discussion Questions, Comprehension and Activities:****Questions**

- What impression does the language in this chapter give about Spider? What about Finn?
- Are you impressed with Finn’s talents? Do you think his actions were justified? Why or why not?
- Do you think Finn’s new confidence is having a positive or negative effect on him? How do you know?

**CHAPTER 7:****Vocabulary:**

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

*‘spotted’* as in *‘He walked through the entrance and spotted a directory...’* (p.92)

*‘piece’* as in *‘... a piece of paper.’* (p.94)

*‘where’* and *‘hair’* as in *‘... where do all the celebrities get their hair cut?’* (p.94)

*‘bowl’* as in *‘His old bowl cut was gone...’* (p.95)

*‘wandered’* as in *‘He wandered up to a smartly dressed young woman...’* (p.95)

*‘top’* and *‘suite’* as in *‘The magnificent penthouse suite covered the entire top floor of the building.’* (p.96)

**These terms are both homonyms (words that share the same spelling and pronunciation but have different meanings) and homophones (words that are pronounced the same with different spelling and meaning).**

- Locate and highlight the **homonyms** and **homophones** in each sentence. Write two sentences for each word that make sense with the correct meanings. Can you find more homonyms and 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.

**Literary Technique: Onomatopoeia**

Years 3 &amp; 4 English: (AC9E3LA07) (AC9E3LA10) (AC9E4LE02) (AC9E3LE04) (AC9E4LE04)

Years 5 &amp; 6 English: (AC9E6LA08) (AC9E5LE02) (AC9E5LE04) (AC9E6LE04)

'ZAP!' (p.92)

'BEEP!' (p.93)

**Onomatopoeia are words that represent and imitate a sound.**

- What are the sounds above representing in the story? What other things could be represented by a 'zap' or a 'beep'?
- List other onomatopoeia words 'heard' in the chapter. For example, 'chi-ching!', 'rumbling', 'dinging', 'sprinkling', 'slurp', 'burp', etc.

**Discussion Questions, Comprehension and Activities:****Activity: Comic Strips**

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

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

Years 3 &amp; 4 Visual Art: (AC9AVA4E01) (AC9AVA4D01) (AC9AVA4C01) (AC9AVA4P01)

Years 5 &amp; 6 Visual Art: (AC9AVA6E01) (AC9AVA6D01) (AC9AVA6C01) (AC9AVA6P01)

- Students can create an illustrated comic strip of Finn's experience in the Sunhaven department store and Plaza DeVille. Students decide on a number of sequences, and include dialogue and onomatopoeia for effect. Refer to the illustrations in the book for styling and design ideas. Share comics with friends.

**Questions**

- What do you think of Finn's spending habits with the credit card? What are the benefits and disadvantages of credit cards? What would you do with unlimited spending money?
- **Draw a picture** of your ideal hotel suite. Write an accompanying menu with your favourite foods.
- What do you think might happen when people find out about the 'truth' of the Grimshaws?
- Compare Finn's life with the Grimshaws and his stay in the hotel. Which routines and rituals would be considered 'essential', and which are 'luxuries'?
- Why is Finn not thinking about his brothers and sisters in this instance?

**CHAPTER 8:****Vocabulary:**

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

*clutched, snarling, smuggle, darted, surge*

- 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: Metaphors**

Years 3 &amp; 4 English: (AC9E3LE03) (AC9E3LE04) (AC9E4LE03) (AC9E4LE04)

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

*'Finn almost started drooling at the range of laptops on display.'* (p.118)

- The author has used the metaphor of 'drooling' over something to illustrate how Finn wants the computers so badly he's lost control of himself. Although he is probably not drooling from his mouth in a literal sense, what does this tell you about how he is feeling in that moment?
- What are some other things that Finn has been 'drooling' over? What things make you excited?



**Discussion Questions, Comprehension and Activities:****Questions**

- What does 'contraband' mean? Why is it important not to bring contraband to a prison?
- What contraband did Finn magic up by drawing? How did this get Kynan into trouble?
- What major news did Finn discover from his visit to the Westgarth Prison, and then at High Five HiFi? Do you think Finn will continue to use the pen to reach his goals, considering how it has impacted other people? Do you agree? Why or why not?

**CHAPTER 9:****Vocabulary:**

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

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

*professional, fashion, mansions, reflections, vision*

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

**Literary Technique: Humour (Puns)**

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

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

*'Love Rat Royally Cheesed Off'* (p.126)

*'Pride & Groom', 'Puss in Boots', 'Inspector Horse'* (p.127)

*"Boy bites Spider!"* (p.128)

The author has used puns and allusion as one of the humour strategies for comedic effect, in reference to something else with a different meaning, or something well known.

For example, *'Love Rat Royally Cheesed Off'* is a pun as it refers to a rat liking cheese, and being 'cheesed off', meaning it's annoyed about something. *'Pride & Groom'* is an innovation on 'bride and groom'.

- 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.
- **Brainstorm and write** a 'punny' headline or business name for an event in this chapter, such as when Finn's eyes were glowing a deeper shade of green.

**Discussion Questions, Comprehension and Activities:****Questions**

- What is funny about the man at the Registry of Births, Deaths and Marriages?
- What did Finn find out about his sister and her adoptive parents?
- Why does he have conflicting feelings about his own foster family?
- How do you think he feels about the Grimshaws' 'truth' speech and how it was received by their audience?
- How does Finn feel about Calista being celebrated by her wealthy and loving parents? How might you feel? How do you think Finn might respond in the coming chapters?

**CHAPTER 10:****Vocabulary:**

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

*yelled, slammed, wrestled, flattered, fuming, bragged, hurt*

- 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, *'yelled'* is past tense, *'fuming'* is present tense, and *'hurt'* could be used in present and future tenses.

**Discussion Questions, Comprehension and Activities:****Activity: How to Play a Musical Instrument**

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)

- Finn turned himself into a musical genius! Students can consider a musical instrument they are familiar with and **write a procedural text** on how to either play it or build it, including a labelled diagram, materials needed, an introduction on its purpose, step-by-step instructions and a conclusion with some helpful hints or additional information. Students might like to work together to make the instrument from recycled materials.

**Questions**

- Discuss the feelings explored in this chapter. How does Finn feel in the various situations? How might other characters feel about the situations they have found themselves in because of Finn's actions?
- Is Finn or the pen 'in control' of him? How do you know? What do you think Finn might do next?
- What do you think Finn should do? Should Finn rethink his plans since he has discovered that his parents have passed away?

**CHAPTER 11:****Vocabulary:**

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

*nightmare, ice-cream, three-dimensional, overgrown*

- 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. They can have no space, a space or hyphenated).
- Break these into two words to write an equation. For example, 'night' + 'mare' = 'nightmare'. Write down other compound words beginning with 'night'. Find other compound words in the text.

**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)

*'Anton stared back at Finn with tears in his eyes and shook his head. 'I ... can't.'* (p.162)

- Given the state of Anton the truck driver's house, and his behaviour, how does the language used 'show' the reader how the character is feeling, rather than simply 'telling' us? What words show how Anton has suffered with sadness and regret about what happened to Finn's parents? How is this more effective than writing, 'Anton was too sad to speak'? Write another sentence 'showing' a character who is feeling the same way.

**Discussion Questions, Comprehension and Activities:****Questions**

- What power did the pen have over Finn? What events make him realise this? How did Anton help him through his negative thoughts?
- How did Finn eventually respond to the power of the pen? Did he do the right thing?

**CHAPTER 12:****Vocabulary:**

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

*spacious, jealous, appreciative, spiteful, unconscious*

- Turn these adjectives (describing words) into adverbs (describing an action) and place them in appropriate sentences relevant to the scenarios in the book. For example, “*The ponies were housed **spaciously** in the green stables.*” “*The horse **appreciatively** took the apple from Calista.*”
- Make a list of more **adverbs** from the text.

**Discussion Questions, Comprehension and Activities:****Questions**

- Were you surprised or did you predict that Finn would use the pen on Calista? How did his jealousy make him behave?
- Compare the difference in Finn when he has the energy from the pen and when he resists the urge.
- What words can you use to describe these differing personality types. **Draw two labelled character profile diagrams** of Finn with and without the power of the pen.
- How do the Dangs differ from the Grimshaws? Use a Venn Diagram to compare the similarities and differences between these two families.

**CHAPTER 13:****Vocabulary:**

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

*ninja, slithering, rapidly, smugly, obscured, tattered*

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

**Discussion Questions, Comprehension and Activities:****Questions**

- What are the consequences for Finn for taking the easy way out of his problems?
- What do you think of Finn’s reaction to his encounter with Spider? Do you consider Finn to be a bully now? Why or why not?
- Who do you think Rana is, and what might ‘*Cave calamum potestatem*’ mean?

**CHAPTER 14:****Vocabulary:**

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

*gurney, admit, patient, observation, scrubs*

- Consider how each of the above terms relate to doctors and hospitals. Write a paragraph about the hospital scene using all of these words.

**Discussion Questions, Comprehension and Activities:****Questions**

- Why is it not possible that Rana is from Persia (and that she is hundreds of years old)? **Research** the historical region of Persia (Iran in Western Asia), including its modern location, customs, etc. Locate this area on a map and draw its current flag.
- What does the conversation between Finn and Azar make you wonder? Do you think he is significant to the story in some way? How?

- Why is the name 'Constable Lame' humorous? What do we learn about his personality that makes his name suitable?
- Who do you think the man in the black leather jacket might be? What is meant by the term 'dumbstruck'?

## CHAPTER 15:

### Vocabulary:

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

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

*merchandise, autograph, queue, archaeologist*

- **Pronounce** these terms out loud. Identify the spelling patterns and particular phonemes in the words. Break down the words into sounds or syllables. List other words with similar phoneme patterns.

### Literary Technique: Hyperbole

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

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

*'Finn's eyes nearly popped out of his head.'* (p.220)

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

- Highlight the part of the statement that are not meant to be taken literally or used as an emotive, exaggerated statement.
- How does this language create a greater impact on the reader? Re-write this sentence using less emotive terms and compare its effectiveness. For example, *'Finn was surprised.'*
- Is it possible for Finn's eyes to actually pop out of his head? Write some other hyperbole statements to express how surprised Finn was when he saw the bundles of cash.

### Discussion Questions, Comprehension and Activities:

#### Activity: Stand-up Comedy

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

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

- Write a comedy skit or tell jokes, like Constable Lame, to an audience. Include puns and other forms of humour relating to the story.

### Questions

- Find the literacy devices used in this chapter, including humorous puns, sarcasm and jokes, idioms and metaphors, similes, allusion (popular or well-known references), onomatopoeia, hyperbole and visual literacy.
- What parts of this chapter seem unbelievable, and what parts are realistic?
- Why did Finn turn down the incredible opportunities from Scar and Fernandez? Would you do the same?
- What is Finn proud of himself for, and what is he ashamed about? Would you consider his selfish actions as mistakes or deliberate?
- What did you learn about the meanings of the Latin quotes? Why are they relevant to Finn's character?
- What do you think of the outcome of Finn and his brothers and sisters new living arrangements with Riya's family? Do you think this will be permanent?
- What might Finn be afraid of with the Grimshaws?

**CHAPTER 16:****Vocabulary:**

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

tightly, ungrateful, unaware, rudely, mighty

- Write the definitions of these terms. Now, find some possible antonyms and write these down.

**Discussion Questions, Comprehension and Activities:****Activity: Letter 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)

- Write a letter to a family member showing your appreciation for something they did to help and/or sharing an exciting milestone or event. Alternatively, students might like to write a letter to a VIP inviting them to a school event or special occasion.
- Set it out with who you are addressing it to, why you are writing the letter, the events and sign off with your name. Consider the style of language appropriate for a handwritten letter.

**Questions**

- What do you think of the way Finn handled the Grimshaws? Do you think they will get what they deserve? What do you think their future looks like?
- How did you feel when you found out about the Dangs adopting all the kids? Were you surprised by this or was it expected?
- What are your thoughts on the finality of the pen? Do you think it will return?
- Discuss the final lines of the book.  
*'He felt like he was wearing an invisible suit of armour. Only this time, it was his own.'* (p.243).
- What makes this closing statement a satisfying ending?

**EPILOGUE:****Discussion Questions, Comprehension and Activities:**

- What does the epilogue make you wonder about?
- What predictions can you make for the next instalment in the series?

**Further Discussion Questions:**

Years 3 & 4 English: (AC9E3LA04) (AC9E4LA07) (AC9E3LE01) (AC9E3LE02) (AC9E4LE02) (AC9E3LE03) (AC9E3LE04) (AC9E4LE02) (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 of the story? What important messages does the author intend to portray?
- The author repeats the message given from the pen, 'Nothing can harm me.' Do you believe this to be true? Discuss.
- Why was the pen brought to Finn in the first place? What were his 'needs'? (eg. escaping his foster parents and finding his real parents, beating the bullies)
- What did you learn about Finn? How did the power of the pen change him throughout the story?
- What did he struggle with emotionally? How did he rectify his selfish actions in the end? Did Finn achieve his goals he set out for? How?
- List all the emotions Finn felt throughout the story, and the reasons behind them.
- What did you learn about the other main characters, namely the Grimshaws, Riya, the Dangs, and Spider? Which ones were positive influences, and which ones were bullies?
- What happened to the bullies by the end of the story? Did they change or learn a lesson?
- Brainstorm a list of different kinds of families. Discuss the issues around troubled family life and what steps can be taken to help.

- How were the Grimshaws unfit to be foster parents? Can you think of other popular stories similar to Finn's being an orphan child and/or raised by terrible parents? (eg. Harry Potter, Matilda, The BFG, Annie, Oliver Twist)
- The magic pen could be considered as a motif; a recurring element that has a symbolic significance to the story. Discuss what the magic pen represents for Finn.
- In what ways do you think the following helped Finn to gain control of his use of the pen – the consequences of the pen, Riya, his brother and sisters, Calista, Finn himself.
- List the positive and negative consequences that came from Finn's sketches. Represent this in a table or chart.
- What do you like about the illustrations? How do they convey humour? What medium is used? How does the style or artistic technique suit the nature of the story?
- Which of Finn's drawings did you like or relate to the most? Why?
- Do you have a favourite scene or writing technique? Why did you choose this?
- What did you learn about the responsibility of 'power'?
- What did you learn about your own power to make a difference in the world? Does this require magic?
- How do selflessness, loyalty and respect help build positive relationships with the people around you? What other values are important when it comes to caring for family and friends?
- Discuss the ways and provide examples of how Finn, and other characters in the story showed the following values and traits: teamwork, bravery, confidence, self-belief, understanding, kindness, humour, problem-solving.
- If you could solve any problem in the world with magic, what would it be, and why?

### CHARACTERS:

Finn Grimshaw (Finnian Postlethwaite)

Mr and Mrs Grimshaw (foster parents)

Li, Milosi, Gus, Macie (foster brothers and sisters)

Riya (friend)

Mr and Mrs Patil (Riya's parents)

Calista (Finn's birth sister)

Mr and Mrs Dang (Calista's adoptive parents)

Spider (bully)

Azar and Rana (pen seller)

Kynan Tudge

Other supporting characters

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

### Character Analysis

Years 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 Finn or another chosen character from *Finn and the Pen*. Find parts of the text to show the way they **S**peak, **T**hink, **E**ffect on others, **A**ct and **L**ook.

**Speech** – what does the character say? How do they speak?

**Thought** – what are the character's thoughts and feelings?

**Effect on others** – how do people react to the character?

**Actions** – what does the character do?

**Looks** – what does the character look like?

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



**Writing Style / Structure Format:****Writing style: Fantasy genre**

The fantasy genre is revealed in the third chapter, where a golden flash of light from the pen suddenly appeared, along with the peculiar-looking old man at the market stall.

*'ZAP! A warm burst of energy leapt from the pen and quickly spread throughout Finn's body. For the first time in his life, he felt safe; as if he was wearing an invisible suit of armour.'* (p.38)

- What were the magical properties and capabilities of the pen? Which 'drawing' did you find most impressive?

**Structure Format**

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

**Beginning:** *'Finn felt as if he was in a dream as he unscrewed the cap of the pen and carefully inserted the nib into the door lock.'* (Ch.4, p.50)

**Ending:** *'Finn took a deep breath. Here goes nothing, he thought.'* (Ch.4, p.63)

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

**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](http://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 Finn's place, where you are on a quest to find missing or long-lost person/s. What places does the adventure take you? Who is there to help you or hinder you? 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 Pen series. This could include the characters in the epilogue, or your own. What would be the mission and challenges this time? Will there be new friends and bullies? What happens in this adventure?

**THE ARTS: 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 Finn and one of the bullies from *Finn and the Pen*.
  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?

**Finn and the Pen 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?

**Stand-up 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 comedy act based on a character like Constable Lame, or referencing another funny part of the book, with similar humour styles to the author.

**THE ARTS: MUSIC****Musical Geniuses**

Years 3 & 4 Music: ([AC9AMU4E01](#)) ([AC9AMU4D01](#)) ([AC9AMU4C01](#)) ([AC9AMU4P01](#)) | Years 5 & 6 Music: ([AC9AMU6E01](#)) ([AC9AMU6D01](#)) ([AC9AMU6C01](#))

([AC9AMU6P01](#))

- Students can explore music and musical instruments in the following ways:
  - Practice a particular tune to a familiar song on an instrument of your choice.
  - Choose one instrument for all students to learn and practise a composed tune.
  - Sing songs as a solo, duet, small groups or a choir.
  - Students can compose and perform their own tune on a musical instrument or digital song making program, such as [MusicLab](#).
  - Listen to your favourite bands, or find a band to study and create a performance based on their style.
  - Design and build your own musical instrument using recycled or reusable materials. How well does it perform?
  - Explore the science of sound waves through sound experiments.

**THE ARTS: VISUAL ARTS****Pen Drawings**

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

- Using a biro or fine liner pen, or a digital drawing program, such as Paint, Sketchbook, Procreate, etc, students can create a visual design of a symbolic motif from the book. For example, a pen, a piece of sports equipment, a musical instrument, favourite food, or a design for an item of clothing.
- Experiment with the use of pattern, sketching technique, light and shade, and shape.
- What art techniques and small details will add interest and variety to your image?
- Explore other line art 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.
- Students could also research and present on famous sports brands and sportspeople.

## SCIENCE / STEAM

### Information Report: Colombian Golden Dart Frog

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](#))

Years 3 & 4 Science – Biological sciences: ([AC9S3U01](#)) ([AC9S4U01](#)) ([AC9S3I01](#)) ([AC9S4I01](#)) ([AC9S3I04](#)) ([AC9S4I04](#)) ([AC9S3I06](#)) ([AC9S4I06](#))

Years 5 & 6 Science – Biological sciences: ([AC9S5U01](#)) ([AC9S6U01](#)) ([AC9S5H02](#)) ([AC9S6H02](#)) ([AC9S5I01](#)) ([AC9S6I01](#)) ([AC9S5I04](#)) ([AC9S6I04](#)) ([AC9S5I06](#)) ([AC9S6I06](#))

- Students research the poisonous Colombian Golden Dart Frog to write an essay or report on. Find out about its appearance, how it is poisonous, location, habitat, diet, lifespan, and other interesting facts.

#### The report needs to include:

- a title
- introduction stating the main idea of the topic
- several sub-headings with important information
- conclusion summing up the article, a final thought or suggestion for further study
- pictures, photos and/or diagrams and maps.
- 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.

### 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**

- *Ruby and the Pen* (Book 1), David Lawrence and Cherie Dignam, EK Books.
- *Xander and the Pen* (Book 2), David Lawrence and Cherie Dignam, EK Books.
- *Frankie Fish* series. Similar theme: Humorous stories about kids set in a real world, except that they have access to a time machine.

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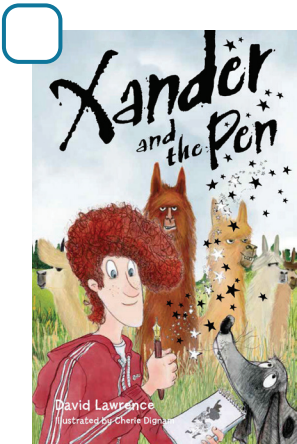


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