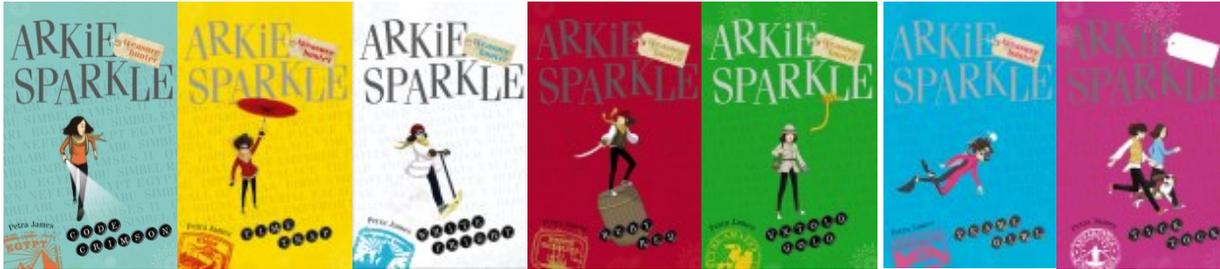


ARKiE SPARKLE: treasure hunter

Teaching Notes



Series synopsis

Eleven-year-old ARKiE SPARKLE's archaeologist parents have been kidnapped. With the help of her genius cousin TJ and basset hound Cleo, she must find seven treasures across seven continents in seven days.

- 7 treasures
- 7 continents
- 7 days
- 7 books
- 6 changes of clothes
- 5 suspicious sightings
- 4 close shaves
- 3 wrong turns
- 2 maps
- 1 treasure hunter

p.s. + 1 treasure hunter's helper, TJ

p.p.s. ++ 1 treasure hunter's helper's super-snooper dog, Cleo

The biggest treasure hunt in the world is about to begin

Synopses of published titles (seven in total):

ARKiE SPARKLE: Code Crimson

DAY 1: Egypt

ARKiE SPARKLE must find the first treasure in the temple of the famous Egyptian pharaoh, Ramses II. But first she has to find the temple, buried deep in the sands of the Sahara Desert.

ARKiE SPARKLE: Time Trap

DAY 2: China

Treasure No. 2 is off to a shaky start. Arkie, Cleo and TJ are ambushed on the Great Wall of China. Then, Arkie is thrown into a cage by the First Emperor.

ARKiE SPARKLE: White Fright

DAY 3: The Arctic Circle

Someone has broken into *BLUR* and left a mysterious envelope - an envelope containing the strangest of clues. Arkie, TJ and Cleo must fly to a land of icebergs and polar bears to find what they seek.

ARKiE SPARKLE: Ruby Red

DAY 4: North Carolina

SINK ME! Arkie and TJ have just gate-crashed the pirate party of the eighteenth century – a party given by the villainous Blackbeard. They're in trouble as soon as they arrive.

ARKiE SPARKLE: Untold Gold

DAY 5: The Amazon

There's good news – Edie has arrived; and bad – guess who's with her? Following the lure of gold and the hopes of lost explorers, Arkie, TJ and Cleo plunge into the most dangerous hunt yet.

ARKiE SPARKLE: Pearl Girl

DAY 6: Australia

Nothing is as it seems. TJ's missing and Arkie now has to find three lost people (as if she wasn't already super busy!) Will Clem Sparkle help her? And how will a pearl lead her closer to her mum and dad?

ARKiE SPARKLE: Tick Tock

DAY 7: Antarctica

Seven envelopes; seven challenges. It's a race to the finish with Arkie and TJ against Clem and Cate. But when a volcano and an ice cave are thrown into the mix, it soon becomes a race to stay alive.

ARKiE SPARKLE and Education Applicability – The Australian Curriculum – English; NSW Board of Studies Syllabus – HSIE and The Arts (Visual Arts)

Petra James' ARKiE SPARKLE is a clever, funny girl who encounters real-life historical people and events through travel in *BLUR* - a supersonic mini-jet. Each book in the series features a different continent and a different adventure as Arkie and TJ endeavour to find the seven treasures to rescue Arkie's kidnapped parents. The books provide students with opportunities "to engage imaginatively and critically with literature to expand the scope of their experience."⁽¹⁾

The activities suggested in these teaching notes for the **ARKiE SPARKLE** series provide opportunities for teachers throughout Australia to address the requirements of the Australian Curriculum – English. Through the English Language Strand students learn how, in a text, effective authors such as Petra James control and use a range of clause structures, words and word groups, dialogue and combinations of image, verbal elements and layout. The Literature strand aims to engage students in the study of literary texts that include some that attract contemporary attention, such as the **ARKiE SPARKLE** series. Students learn how ideas and viewpoints about events, issues and characters that are expressed in the series are drawn from and shaped by different historical, social and cultural contexts. In responding to literature, students learn how to explain and analyse the ways in which stories such as the ARKiE SPARKLE books, characters, settings and experiences are reflected in an adventurous and futuristic genre, and how to discuss the appeal of these genres.

Throughout 2013, teachers in NSW might choose from the student activities linked to outcomes and indicators in the current NSW Board of Studies English, HSIE and Creative Arts (Visual Arts and Drama) Syllabi. From 2014, the Australian Curriculum is to be phased into NSW schools, so the Australian Curriculum activities in these teaching notes will be relevant for NSW schools.

During a visit or virtual visit to the school by author **Petra James**, students in Years 5 and 6 may have the opportunity to communicate with peers and teachers from other classes. They communicate with community members such as authors in a range of face to face and online/virtual environments. In a real or virtual classroom students listen to, read, view, interpret and evaluate spoken, written and multimodal texts such as the **ARKiE SPARKLE** series.

The **ARKiE SPARKLE** series can extend students in Years 3 and 4, and support Year 5 and 6 students, as independent readers who can describe complex sequences such as a visit to the Global Seed Vault, a range of non-stereotypical characters such as Arkie and TJ and elaborated events including flashbacks and shifts in time as Arkie and TJ travel in *BLUR* to each continent. These texts explore themes of interpersonal relationships such as Arkie's relationship with her newly discovered cousins and ethical dilemmas (such as Arkie's decision whether to take some of the seeds in the Global Seed Vault) within real world and fantasy settings. The series can provide a stimulus for students to research historical events in Australia, Egypt, China, the Arctic Circle, North Carolina, the Amazon and Antarctica, as well as identifying and researching these locations.

Text structures in the **ARKiE SPARKLE** books include chapters, headings and subheadings, annotations and a fact page at the end of each book. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, a 100 word précis (SPEED READ) at the beginning of each book), examples of metafiction and information presented in the form of graphics (multimodal text).

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands, Language, Literature, and Literacy focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

Australian Curriculum - English			
	Year 5	Year 6	Suggested Activities
<p>Language – Text Structure and organisation</p>	<p>Investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)</p>	<p>Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)</p>	<p>Teachers might invite Petra James to their school to help the students gain an understanding of how authors achieve different effects in their stories. Students may, given the following chapter headings, predict the content of ARKiE SPARKLE: Code Crimson: Home Alone, Code Crimson, Super Speedy, Egyptian Dawn, The Temple of the Gods, Sun Ray Sun Say, Timeslip, A Boy Called Abu Simbel, Stealing Away, The Eye of the Storm, Debrief</p> <p>Year 6: Petra James has used a number of innovative text structures in the ARKiE SPARKLE books (Speed Read, Treasure Hunter's Diary, annotations in margins, scripted conversations between Arkie and TJ). Students might discuss the purpose of these text structures prior to creating their own texts.</p>
<p>Language – Expressing and developing ideas</p>	<p>Understand how noun groups/ phrases and adjective groups/ phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508) <i>- observe how descriptive details can be built up around a noun or an adjective, forming a group/</i></p>	<p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523) <i>- knowing that verbs often represent actions and that the choice of more expressive verbs makes an action more vivid (for</i></p>	<p>Year 5 Students might choose which of the seven ARKiE SPARKLE books they read, then find and list descriptive details in expanded sentences, e.g. "So the first Emperor did achieve immortality in many ways..." More than two thousand years later we're still</p>

	<i>phrase (for example, 'this very smelly cleaning cloth in the sink' is a noun group/ phrase and 'as pretty as the flowers in May' is an adjective group/phrase)</i>	<i>example 'She ate her lunch' compared to 'She gobbled up her lunch')</i>	learning about him, especially with the discovery of his tomb." (ARKiE SPARKLE: Time Trap) Year 6: Students might work in pairs to find and list some of the many expressive verbs such as in ARKiE SPARKLE: White Fright: "She peeked out from under the tarpaulin."
Literature – Literature and context	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608) <i>- describing how aspects of literature, for example visuals, symbolic elements, dialogue and character descriptions, can convey information about cultural elements, such as beliefs, traditions and customs</i>	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) <i>- recognise the influence our different historical, social and cultural experiences may have on the meaning we make from the text and the attitudes we may develop towards characters, actions and events</i>	Year 5: Students might read each of the seven ARKiE SPARKLE books to identify and flowchart the historical and cultural context of each book. Year 6 students might interview their parents if they come from a country mentioned in one of the ARKiE SPARKLE books, then relate their parent's social or cultural experiences to the class.
Literature – Examining literature	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610) <i>- examine texts written from different narrative points of view and discuss what information the audience can access, how this impacts on the audience's sympathies, and why an author might choose a particular narrative point of view</i>	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616) <i>- explore two or more texts by the same author, drawing out the similarities, for example, subject or theme, characterisation, text structure, plot development, tone, vocabulary, sense of voice, narrative point of view, favoured grammatical structures and visual techniques in sophisticated picture books</i>	Petra James has used elements of metafiction in the ARKiE SPARKLE books. Students might compare James' use of metafiction with that of authors such as The Dark Tower by C.S. Lewis , The Neverending Story by Michael Ende . Year 5: In ARKiE Sparkle: Tick Tock P.87-88 Clem refuses to leave with his father. Students might discuss the characterisation of Arkie's cousins Clem and Cate to determine how Petra James influences the response of the reader to these characters.

			<p>Year 6: Students might work in teams to map the similarities, characters, plot, narrative point of view and visual techniques in each of the seven ARKIE SPARKLE books.</p>
<p>Literature – Creating literature</p>	<p>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612) - <i>use texts with computer based graphics, animation and 2D qualities, consider how and why particular traits for a character have been chosen</i></p>	<p>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618) - <i>plan and create texts that entertain, inform, inspire and/or emotionally engage familiar and less familiar audiences</i></p>	<p>Year 5 & 6 – Post visit activity Having read the seven ARKIE SPARKLE books, students might:</p> <ul style="list-style-type: none"> - Read in sequence each “What Next” in the seven books. - Draw up a timeline from book 1 to book 7 - Plan their own book series, developing their own characters, then: <u>Draw up a flowchart:</u>
<p>Literature – Creating literature</p>	<p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798) - <i>draw upon fiction elements in a range of model texts; e.g. main idea, characterisation, setting (time and place), narrative point of view; and devices, for example, figurative language (simile, metaphor, personification), as well as nonverbal conventions in digital and screen texts in order to experiment with new, creative ways of communicating ideas, experiences and stories in literary texts</i></p>		<ul style="list-style-type: none"> • sequence content for their own story or stories • group related information in well sequenced paragraphs with a concluding statement • use vocabulary appropriate to the purpose and context of the story • use chapters and paragraphs • use appropriate grammatical features, including more complex sentences and relevant verb tense, adverb and noun groups/phrases for effective descriptions in their own adventure series.
<p>Literature – Interpreting, analysing, evaluating</p>	<p>Navigate and read texts for specific purposes applying appropriate text processing strategies, for example, predicting and confirming, monitoring meaning, skimming and scanning</p>		<p>Year 5: Students might read the ARKIE SPARKLE books for pleasure, to predict what might happen as Arkie and TJ travel to each country and for information about</p>

	<p>(ACELY1702)</p> <p><i>- read a wide range of imaginative, informative and persuasive texts for pleasure and to find and use information</i></p>		<p>the countries they visit.</p> <p>Year 6:</p> <p>Teachers might use the “What’s Next?” page at the end of each of the first six ARKiE SPARKLE books as stimulus for students to work in teams to predict what might happen in the subsequent book.</p>
<p>Literacy – Creating texts</p>	<p>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)</p> <p><i>- use research from print and digital resources to gather and organise information for writing</i></p> <p><i>* select an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic, and grouping related information in well-sequenced paragraphs with a concluding statement</i></p> <p><i>* using vocabulary, including technical vocabulary, appropriate to purpose and context</i></p> <p><i>* using paragraphs to present and sequence a text</i></p> <p><i>* use appropriate grammatical features, including more complex sentences and relevant verb tense, pronoun reference, adverb and noun groups/phrases for effective descriptions</i></p>		<p>Teachers might discuss the historical and geographical concepts in the ARKiE SPARKLE books with their students. They might then use this concept for students to develop their own book series linked to history and geography topics they are currently studying.</p> <p>Year 5 and Year 6 students, having chosen their topics might do the post visit activity in Literature – Creating literature (above)</p>

Suggested Teaching and Learning Activities linked to NSW Board of Studies English Syllabus Stage 3 (Years 5-6) (2)

English	Stage Three	Suggested Activities
Reading Outcomes and Indicators		
<p>Learning to Read — Reading and Viewing Texts</p>	<p>RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.</p> <p>Shared, Guided and Independent Reading</p> <ul style="list-style-type: none"> . reads extended novels (and informational texts) for personal enjoyment, interest and research . interprets a variety of literary and factual texts 	<p>Students might:</p> <ul style="list-style-type: none"> . prior to a visit or virtual visit by Petra James, independently read one or more of the seven ARKiE SPARKLE books . prepare some questions to ask the author <p>Teachers might initiate discussion about:</p> <ul style="list-style-type: none"> . how authors achieve different effects in their stories, referring to the SPEED REED at the beginning of each ARKiE SPARKLE book, scripted conversations between Arkie and TJ, use of the Treasure Hunter’s Diary, illustrations including margin annotations
<p>Learning to Read — Skills and Strategies</p>	<p>RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.</p> <p>Contextual and Semantic Information</p> <ul style="list-style-type: none"> . draws on knowledge of word origins and word-building strategies to work out new words . adjusts reading strategies for different texts and different purposes, eg (scans information books for selected topics), looks for keys or symbols when reading a diagram, examines pictures and text when reading picture books. <p>Grammatical Information</p> <ul style="list-style-type: none"> . identifies reference links . identifies word chains, synonyms, antonyms . identifies adverbial phrases and adjectival phrases <p>Graphological and Phonological Information</p> <ul style="list-style-type: none"> . uses a range of word-identification strategies to decode words in a text 	<p>Students might:</p> <ul style="list-style-type: none"> . work in teams to select vocabulary from the ARKiE SPARKLE books and investigate word origins, and decode text . examine the purpose for use of symbols, notes, diary entries, illustrations and margin annotations <p>The NSW BOS HSIE Syllabus “provides opportunities for literacy learning through its content. It refers to the various text types that students will create and interpret when engaged in its learning experiences.” Each ARKiE SPARKLE book has an “In Real Life” section which links learning in several of the NSW BOS English and HSIE outcomes.</p> <p>Teachers might set students tasks such as finding adverbial and adjectival phrases and clauses in one or more of the ARKiE SPARKLE books.</p>

<p>Learning About Reading — Context and Text</p>	<p>RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.</p> <p>Purpose <i>. identifies typical structures used in different text types, such as narrative</i> <i>. recognises and discusses the purpose of organisational stages of different types of text.</i></p> <p>Audience <i>. recognises reader response expected by the author</i></p> <p>Responding to Texts <i>. reports on different interpretations of a text after interviewing an author</i> <i>. considers events in a text from each character’s point of view</i></p>	<p>The ARKIE SPARKLE books have an excellent range of text types.</p> <p>Students might discuss the scripted conversations, “Speed Read”, “Treasure Hunter’s Diary”, “Treasure Hunter’s Notebook”, “TJ’s Style File”, “Debrief” and margin annotations, their functions at different organisational stages in the stories.</p> <p>Teachers might ask students to recount a part of one of the ARKiE SPARKLE books and discuss how they responded to it.</p> <p>Students might pose questions to the author, Petra James about aspects of the texts and the stories during her visit to their class / school.</p> <p>Students might work in pairs to role play one of the events in an ARKiE SPARKLE book, using the role play to bring out their characters point of view.</p>
<p>Writing Outcomes and Indicators</p>		
<p>Learning to Write — Producing Texts</p>	<p>WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.</p> <p>Joint and Independent Writing <i>. plans writing through discussion with others and by making notes, lists or drawing diagrams</i> <i>. writes paragraphs that contain a main idea and elaboration of the main idea</i> <i>. contributes to joint text construction activities</i> <i>. organises written text to suit a multimedia product</i> <i>. writes detailed descriptions</i></p>	<p>Post visit activity</p> <p>Having read the ARKiE SPARKLE books, students might: Discuss the author’s plot which is introduced in ARKiE Sparkle: Code Crimson.</p> <p>Examine the sequencing of events throughout the seven books concluding with Arkie’s reunion with her parents. Students might then work in teams or individually to develop their own story series. They might:</p> <ul style="list-style-type: none"> • plan content for their stories in a flowchart • sequence content for the stories • write paragraphs that contain a main idea and elaboration of the main idea • write detailed descriptions of their adventures • organise their written text for publication as a multimedia product.

NSW Board of Studies Syllabus - Human Society & its Environment (2)		
Stage 3		
Environment – Patterns of Place and Location	<p>ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.</p> <ul style="list-style-type: none"> • <i>locates places on a globe that they hear about or view in written, media and electronic texts</i> 	<p>ARKiE SPARKLE visits Egypt, China, Norway, USA, Brazil, Australia and Antarctica as she seeks to find her kidnapped parents. Use maps and globes to locate these countries, including lines of latitude and longitude, mountains and oceans, physical and cultural regions like 'Valley of the Kings', 'Great Wall of China, Longyearben, Amazon Rainforest, Ocracoke Island, Broome, Antarctica.</p>
Cultures - Cultural Diversity	<p>CUS3.4 Examines how cultures change through interactions with other cultures and the environment.</p>	<p>After reading ARKiE SPARKLE: Time Trap, students might use a variety of source material such as books, Internet sites and videos to investigate a nation, such as China in the Asia-Pacific region, comparing its traditions, belief systems and practices with those in Australia.</p>
Environments – Relationships with Places	<p>ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.</p> <ul style="list-style-type: none"> • <i>evaluates alternative views about the use of natural and built environments, eg economic, spiritual, sentimental, historical perspectives</i> • <i>examines how natural, cultural, religious, historical, economic and political factors can influence people's interactions with environments</i> 	<p>After reading ARKiE SPARKLE: Untold Gold, students might work in teams to investigate the history, natural and human activity, biodiversity, deforestation and conservation of/in the Amazon Rainforest, including the possible impact of climate change.</p>
Environments – Patterns of Place and Location	<p>ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.</p> <ul style="list-style-type: none"> • <i>uses maps and globes to locate global and Australian reference points, eg hemispheres, political states, lines of latitude and longitude, mountains and oceans, physical and cultural regions</i> 	<p>After reading ARKiE SPARKLE: Tick Tock, students might use maps and reference points to locate the South Pole. In this story, ARKiE's Uncle Sebastian pits Clem and Cate against ARKiE and TJ in a race that simulates Amundsen and Scott's race to the South Pole. Students might work in teams to find, read and briefly summarise other stories about this historic race. They might then compare ARKiE and TJ's race with that of Amundsen and Scott.</p> <p>Teachers may wish to link the reading of ARKiE SPARKLE: Tick Tock with an exploration of changes that occur in environmental areas, incorporating a case study of Antarctica.</p>

NSW Board of Studies Syllabus- Creative Arts (3)		
Visual Arts – Stage 3	<p>Appreciating</p> <p>VAS3.4 Communicates about the ways in which subject matter is represented in artworks.</p> <p>Learning about “how artists engage in a form of social practice in making art and contribute to the field of the visual arts” (3)</p>	<p>In ARKiE SPARKLE: Code Crimson, Arkie and TJ timeslip to Abu Simbel 1817 where they search for Egyptian treasures.</p> <p>After reading this book, students might investigate the art of ancient Egypt, researching its highly stylized and symbolic painting, sculpture and architecture.</p> <p>Each ARKiE SPARKLE book contains small and large illustrations which contribute to the storyline. Students might discuss the relevance of these illustrations to the stories and to the field of visual arts.</p>

ARKiE SPARKLE: Code Crimson

Additional Activities

1. What is archaeology?
2. Research the tombs of the pharaohs.
3. Investigate the ancient religions and gods of Egypt at the time of the pharaohs.
4. Investigate hieroglyphics and design your own message.
5. TJ has her own computer page (p. 16). Develop a page for Arkie.
6. Research the NATO phonetic alphabet and write a coded message to Arkie or TJ.
7. Working in pairs, use the Mandarin language to practise greeting each other.
8. Working in pairs, practise talking in a robotic voice.

Vocabulary

nanosecond, heist, cartouche, hieroglyphic, conundrum, hypothesis, holographic, shrine, perplex, slipstream, aerodynamic, molecule, exemplary, scarab beetle, exhilaration, isentropic

ARKiE SPARKLE: Time Trap

Additional Activities

1. Investigate ‘synaptic routes’ in the brain.
2. Briefly describe the Great Wall of China.
3. Research ‘seal script’ 220BCE to the present day.
4. Write briefly about the ‘Book of Songs’ (one of the five classics of Ancient China).
5. Write a message using Caesar cipher.
6. Map the location of Xianyang Prefecture.

7. Map the location of Mount Huashan.
8. Find out about Mandarin Duck Springs.
9. Who was Confucius?

Vocabulary

infrared, emperor, miscreant, archaeologist, incorporated, calligraphy, terracotta, weird, eternity, rigor mortis, sartorial, molecular, knickerbocker, Confucius, immortal, beauteous, philosophy, entourage, perpetrator, intrigue

ARKIE SPARKLE: White Fright

Additional Activities

1. What is the purpose of the Svalbard Global Seed Vault, where is it situated and why is it in that region?
2. Investigate the Braille alphabet, write a message to your best friend and give it to him/her.
3. What is the aurora borealis?
4. Why do you think Cate Sparkle described Arkie as a prodigy?
5. Do you think Cate Sparkle liked Arkie? Give reasons for your answer.

Vocabulary

mahogany, audacious, versatile, palindrome, devastating, stratocumulus, extenuating circumstance, exude, heist, faux fur, surveillance, perplexed, auspicious, criteria, tarpaulin, claustrophobia, dilemma, deduction

ARKIE SPARKLE: Ruby Red

Additional Activities

1. Working in pairs, scan and print the page from Arkie's Treasure Hunter's Notebook on page 11. Discuss the questions with your partner and then write your answers beside each question. (You may have to re-read some of the books and then try to work out your own answers for some of the questions.)
2. What is an anagram? Work in pairs to make as many anagrams as you can in 10 minutes. Share your anagrams with the class.
3. On page 23 TJ says that the collective noun for a bunch of pirates is a "band". What collective nouns can you find or think of?
4. The Kapok bush is not native to Australia. However, it does grow in northern regions and is used by Aboriginal People. Find out more about the uses for this bush.
5. Working in pairs, investigate steganography and write your own message using it.
6. Ocracoke has a very interesting history. List 5 things you can find out about it?
7. Arkie likes palindromes. What are they? Find some names that are a palindrome, or write a sentence that is a palindrome.

Vocabulary

compromise, irrefutable, taunt, surveillance, precipitation, parameter, carousing pirates, rebuttal, devious, bamboozle

ARKiE SPARKLE: Untold Gold

Additional Activities

1. TJ has a list of the foods she finds disgusting. What foods don't you like? Make a list of them.
2. After reading the first five of the **ARKiE SPARKLE** books draw up a chart showing the family history of the Sparkle family.
3. What is the "Treasure Hunters' Code"?
4. Work in pairs to have a conversation in Pig Latin.

Vocabulary

perfidious, Psittacidae family, despicable, excruciating, impasse, interrogation, polygraph, accumulate, devious, exceptional, enthusiastic, sleuth, canopy, camouflage, biodiversity, incessant, treacherous, permutation, insurmountable

ARKiE SPARKLE: Pearl Girl

Additional Activities

1. Read the "Message Board" (facing page 1). What clues are there that the invitation to appear on Junior Genius may not be genuine?
2. What is an Achilles heel?
3. Working in pairs, develop your own secret messages (page 5) and give them to your partner to decipher.
4. Go to your saved email, choose a message from someone who is in another town, state or country and work out their IP address. You do not need special software to do this.
5. What is a palindrome?
6. Develop a description of a dilapidated building (page 11) using adjectives of your choice.
7. On page 34 there is a reference to a Shakespearean quote, "All the world's a stage..." Find the rest of this speech and identify the speaker.
8. Research the history of the pearling industry in Broome. Find out about the Shinju Matsui Festival.

Vocabulary

Ingenuity, practise, decoy, petrified, amplified, fluorescent, disillusionment, ambiguity, ruse, digress, surreptitious, trajectory, conundrum, Achilles heel, palindrome

ARKiE SPARKLE: Tick Tock

Additional Activities

1. Students might role play Arkie and TJ's dialogue at the beginning of any of the seven books in this series.
2. There is mention on page 3 of Arkie being like a cumulonimbus when she is in a bad mood. To what does this refer, and what other cloud types are there?

3. On page 28 Arkie finds a British penny under the rug in Scott's hut. Why do you think this is in the story? (see page 90)
4. Research Mount Erebus.
5. What are fumeroles?
6. Research crystals, then develop a design or picture featuring them. It may be an illustration of what Arkie calls a "Fairy Wonderland" (page 70).

Vocabulary

Irrepressible, momentous, nanosecond, superlative, balaclava, semantics, manoeuvre, labyrinth, hallucination, crucial, strategist, catastrophe, volcanologist, atrocious, xenobiologist, xylotomist

Post Visit response to literature – Assessment task– ARKiE SPARKLE: Treasure Hunter (books 1 – 7)

Students undertaking a book study assessment task of one or more of the **ARKiE SPARKLE** series might, by the end of Year 6:

- understand how the use of text structure can achieve particular effects (as in the margin annotations, diary entries and TJ's 'Style File')
- understand how the author, **Petra James** has used a 100 word "Speed Read" at the beginning of each **ARKiE SPARKLE** book to précis the adventures in each previous book.
- In each "Speed Read" at the beginning of the **ARKiE SPARKLE** books Arkie and TJ have a conversation. Students might work in pairs to discuss how Arkie and TJ are thinking and feeling during these conversations, then role play them to show understanding of each characterisation.
- analyse and explain how language features, images and vocabulary (e.g. 'thunderous cocoon of sound') are used to represent ideas, characters ('The thief was a black blur of speed...') and events ('She tried not to think of the tight tunnel, the walls closing in on her, squishing her between them like a jam sandwich')
- compare and analyse information in different texts, explaining literal and implied meaning
- select and use evidence from a text to explain their response to it
- listen to discussions, clarifying content and challenging others' ideas
- understand how language features and language patterns can be used for emphasis
- show how specific details can be used to support a point of view
- explain how their choices of language features and images are used
- create detailed texts elaborating on key ideas for a range of purposes and audiences
- make presentations and contribute actively to class and group discussions, using a variety of strategies for effect
- demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

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