

# Teachers' Notes by Kate McAllan

# D-Bot Squad by Mac Park illustrated by James Hart

Recommended for ages 5 – 7 yrs

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## THE D-BOT SQUAD SERIES

The 'D-Bot Squad' series centres on Hunter Marks, who knows everything there is to know about dinosaurs. Hunter often gets frustrated with other children because they make a lot of noise and sometimes they tease him. Then Hunter joins the D-Bot Squad. He gets to make dinosaur robots to capture real dinosaurs. At first Hunter wants to work alone but catching dinosaurs is difficult. Gradually he realises that he needs help from the other members of the D-Bot Squad—and that it can be fun working together.

The 'D-Bot Squad' books are high-interest, action-packed chapter books for kids who are about to reach, or have just reached, independent reading stage. The books use large font; illustrations; text features such as chapter headings and page numbers; and vocabulary, word count and grammar targeted at beginner readers. A fabulous fuel-injected first reader set for high energy kids hooked on dinosaurs!

Below, you will find teachers notes for each of the individual titles. Each set of notes contains guided reading questions, discussion suggestions, classroom activities and a blackline master.

### The books in the 'D-Bot Squad' series are:

***Dino Hunter: D-Bot Squad 1*** – published July 2017

Hunter loves dinosaurs but some kids tease him about it. When he sees a real pterodactyl in the sky no-one except Ms Stegg, the librarian believes him. He goes into the dino cave she's made. Falling through its wall, he finds himself in front of a computer game that he uses to design a dinosaur robot and catch a pterodactyl. Ms Stegg says he has passed the test to join D-Bot Squad, a team that catches real dinosaurs. Hunter puts on his gear and equipment, and takes off on his d-bot. But flying a real d-bot is much harder than he thought. Hunter is in trouble.

***Sky High: D-Bot Squad 2*** – published July 2017

Hunter is practising flying his d-bot and thinking about how to catch the pterodactyl that escaped from Dino Corp. He knows pterodactyls like eating fish so he catches some to use as bait. As the pterodactyl eats the fish, Hunter activates the teleport button to send it back to its secret home. He has caught a real dinosaur! Then a much bigger dinosaur appears—a quetzalcoatlus. Ms Stegg says Hunter needs help to catch it but he thinks having someone else around will mess things up. He goes after it by himself, only for it to catch him and his d-bot.

***Double Trouble: D-Bot Squad 3*** – published July 2017

Hunter and his d-bot are in the clutches of a quetzalcoatlus when Charlie, another D-Bot Squad member, arrives and helps him escape. They keep chasing the quetzalcoatlus on Charlie's d-bot. Charlie lands her d-bot on a beach and when the quetzalcoatlus lands too, Hunter distracts it while Charlie flies up and drops a net over it. Charlie says she couldn't have caught it without him. Now Ms Stegg says they have to catch a stegosaurus. Back at D-Bot Squad base, Hunter finishes designing his d-bot first. He leaves without Charlie but regrets his decision when he catches up with the stegosaurus and it lets out a huge fart.

***Big Stink: D-Bot Squad 4*** – published July 2017

As Hunter lies near the farting stegosaurus, he wishes he'd waited for Charlie. When Charlie does arrive, she sees the stegosaurus has squashed Hunter's d-bot. She leads the stegosaurus away with some leaves. Soon after, she calls Hunter on her d-band—the stegosaurus has her cornered up a tree. Hunter arrives on her d-bot and tries to teleport the dinosaur but it's too big. Using moss as bait, they lure the stegosaurus to stand under the tree then both fire their beams at it. But now an argentinosauros is on the loose. They work together to make a d-bot big enough to face the colossal dino.

***Stack Attack: D-Bot Squad 5*** – published October 2017

***Deep Dive: D-Bot Squad 6*** – published October 2017

***Mega Hatch: D-Bot Squad 7*** – published February 2018

***Dino Corp: D-Bot Squad 8*** – published February 2018

## CURRICULUM LINKS across ENGLISH, HEALTH AND PHYSICAL EDUCATION, SCIENCE and DESIGN AND TECHNOLOGIES

The following curriculum links use version 8.3 of the Foundation to Year 10 Australian Curriculum. The links relate to the books in the series, their discussion points and activities.

### ENGLISH: SEQUENCE OF CONTENT F–10 STRAND: LANGUAGE

Sub-strand	Foundation	1–2	3–4
Language for interaction	<p>Understand that language can be used to explore ways of expressing needs, likes and dislikes <b>(ACELA1428)</b></p>	<p>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others <b>(ACELA1444)</b></p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions <b>(ACELA1787)</b></p> <p>Identify language that can be used for appreciating texts and the qualities of people and things <b>(ACELA1462)</b></p>	<p>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations <b>(ACELA1476)</b></p> <p>Examine how evaluative language can be varied to be more or less forceful <b>(ACELA1477)</b></p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording <b>(ACELA1489)</b></p>
Text structure and organisation	<p>Understand that texts can take many forms, can be very short or quite long and that stories and informative texts have different purposes <b>(ACLEA1430)</b></p> <p>Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences <b>(ACELA1432)</b></p>	<p>Understand that the purposes texts serve shape their structure in predictable ways <b>(ACELA1447)</b></p> <p>Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands <b>(ACELA1449)</b></p> <p>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose <b>(ACELA1463)</b></p>	<p>Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) <b>(ACELA1478)</b></p> <p>Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech <b>(ACELA1492)</b></p>

		Identify visual representations of characters' actions, reaction, speech and thought processes in narratives, and how these images add to or contradict or multiply the meaning of accompanying words <b>(ACELA1469)</b>	
Expressing and developing ideas	Explore the different contribution of words and images to meaning in stories and informative texts <b>(ACELA1786)</b>	Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) <b>(ACELA1452)</b>  Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning <b>(ACELA1453)</b>	Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense <b>(ACELA1482)</b>  Investigate how quoted (direct) and reported (indirect) speech work in different types of text <b>(ACELA1494)</b>  Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts <b>(ACELA1496)</b>  Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research <b>(ACELA1498)</b>

**ENGLISH: SEQUENCE OF CONTENT F-10 STRAND: LITERATURE**

Sub-strand	Foundation	1–2	3–4
Literature and context		Discuss how authors create characters using language and images <b>(ACELT1581)</b>	
Responding to literature	Respond to texts, identifying favourite stories, authors and illustrators <b>(ACELT1577)</b>  Share feelings and thoughts about the events and characters in texts <b>(ACELT1783)</b>	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences <b>(ACELT1582)</b>	Draw connections between personal experiences and the worlds of texts, and share responses with others <b>(ACELT1596)</b>  Develop criteria for establishing personal preferences for literature <b>(ACELT1598)</b>

			<p>Use metalanguage to describe the effects of ideas, text structures and language features of literary texts <b>(ACELT1604)</b></p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension <b>(ACELT1605)</b></p>
Examining literature	<p>Identify some features of texts including events and characters and retell events from a text <b>(ACELT1578)</b></p>	<p>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts <b>(ACELT1584)</b></p> <p>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose <b>(ACELT1600)</b></p>	<p>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative <b>(ACELT1599)</b></p>
Creating literature	<p>Retell familiar literary texts through performance, use of illustrations and images <b>(ACETL1589)</b></p>	<p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication <b>(ACELT1586)</b></p>	<p>Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue <b>(ACELT1791)</b></p> <p>Create literary texts that explore students' own experiences and imagining <b>(ACELT1607)</b></p> <p>Create literary texts by developing storylines, characters and settings <b>(ACELT1794)</b></p>

**ENGLISH: SEQUENCE OF CONTENT F-10 STRAND: LITERACY**

Sub-strand	Foundation	1–2	3–4
Texts in context			Identify the point of view in a text and suggest alternative points of view <b>(ACELY1675)</b>
Interacting with others	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations <b>(ACELY1646)</b>	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions <b>(ACELY1656)</b>  Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace <b>(ACELY1788)</b>  Make short presentations using some introduced text structures and language, for example opening statements <b>(ACELY1657)</b>  Create events and characters using different media that develop key events and characters from literary text <b>(ACELT1593)</b>  Innovate on familiar texts by experimenting with character, setting or plot <b>(ACELT1833)</b>	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations <b>(ACELY1676)</b>  Plan and deliver short presentations, providing some key details in logical sequence <b>(ACELY1677)</b>  Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently <b>(ACELY1688)</b>  Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences <b>(ACELY1689)</b>
Creating texts	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams <b>(ACELY1661)</b>	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams <b>(ACELY1661)</b>  Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose <b>(ACELY1682)</b>

		<p>features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose <b>(ACELY1671)</b></p> <p>Construct texts featuring print, visual and audio elements using software, including word processing programs <b>(ACELY1674)</b></p>	
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**HEALTH AND PHYSICAL EDUCATION: SEQUENCE OF CONTENT F-10 STRAND: PERSONAL, SOCIAL AND COMMUNITY HEALTH**

Sub-strand	Foundation	1-2	3-4
Identities	Identify personal strengths <b>(ACPPS001)</b>	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities <b>(ACPPS015)</b>	Explore how success, challenge and failure strengthen identities <b>(ACPPS033)</b>
Interacting with others	Practise personal and social skills to interact positively with others <b>(ACPPS004)</b>	Describe ways to include others to make them feel they belong <b>(ACPPS019)</b>	Describe how respect, empathy and valuing diversity can positively influence relationships <b>(ACPPS037)</b>
Understanding emotions	Identify and describe emotional responses people may experience in different situations <b>(ACPPS005)</b>	Identify and practise emotional responses that account for own and others' feelings <b>(ACPPS020)</b>	Examine the influence of emotional responses on behaviour and relationships <b>(ACPPS056)</b>
Valuing diversity		Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected <b>(ACPPS024)</b>	Research own heritage and cultural identities, and explore strategies to respect and value diversity <b>(ACPPS042)</b>
Teamwork and leadership	Cooperate with others when participating in physical activities <b>(ACPM012)</b>	Use strategies to work in group situations when participating in physical activities <b>(ACPMP030)</b>	Adopt inclusive practices when participating in physical activities <b>(ACPMP040)</b>

**SCIENCE: SEQUENCE OF CONTENT F-6 STRAND: SCIENCE UNDERSTANDING**

Sub-strand	Foundation	1	2	3
Biological sciences	Living things have basic needs, including food and water <b>(ACSSU002)</b>	Living things have a variety of external features <b>(ACSSU017)</b>	Living things grow, change and have offspring similar to themselves <b>(ACSSU030)</b>	Living things can be grouped on the basis of observable features and can be distinguished from non-living things

		Living things live in different places where their needs are met <b>(ACSSU211)</b>		<b>(ACSSU044)</b>
Physical sciences	The way objects move depends on a variety of factors, including their size and shape <b>(ACSSU005)</b>	Light and sound are produced by a range of sources and can be sensed <b>(ACSSU020)</b>	A push or a pull affects how an object moves or changes shape <b>(ACSSU033)</b>	
Nature and development of science	Science involves observing, asking questions about, and describing changes in, objects and events <b>(ACSHE013)</b>	Science involves observing, asking questions about, and describing changes in, objects and events <b>(ACSHE021) &amp; (ACSHE034)</b>	Science involves making predictions and describing patterns and relationships <b>(ACSHE050) &amp; (ACSHE061)</b>	

**DESIGN AND TECHNOLOGIES: SEQUENCE OF CONTENT F–10 STRAND: PROCESSES AND PRODUCTION SKILLS**

<b>Sub-strand</b>	<b>F–2</b>	<b>3–4</b>
Investigating and defining	Explore needs or opportunities for designing, and the technologies needed to realise designed solutions <b>(ACTDEP005)</b>	Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions <b>(ACTDEP014)</b>
Generating and designing	Generate, develop and record design ideas through describing, drawing and modelling <b>(ACTDEP006)</b>	Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques <b>(ACTDEP015)</b>
Producing and implementing	Use materials, components, tools, equipment and techniques to safely make designed solutions <b>(ACTDEP007)</b>	Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions <b>(ACTDEP016)</b>
Evaluating	Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment <b>(ACTDEP008)</b>	Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment <b>(ACTDEP017)</b>
Collaborating and managing	Sequence steps for making designed solutions and working collaboratively <b>(ACTDEP009)</b>	Plan a sequence of production steps when making designed solutions individually and collaboratively <b>(ACTDEP018)</b>

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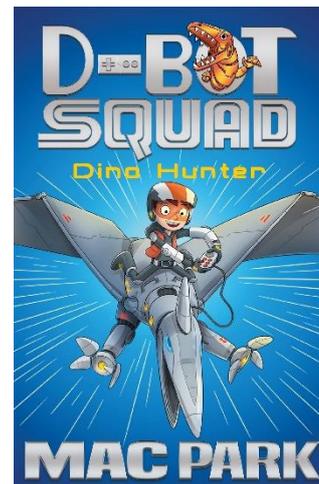
## ***DINO HUNTER***

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### **GUIDED READING QUESTIONS, DISCUSSION SUGGESTIONS and CLASSROOM ACTIVITIES**

#### **Synopsis**

Hunter loves dinosaurs but some kids tease him about it. When he sees a real pterodactyl in the sky no-one except Ms Stegg, the librarian believes him. He goes into the dino cave she's made. Falling through its wall, he finds himself in front of a computer game that he uses to design a dinosaur robot and catch a pterodactyl. Ms Stegg says he has passed the test to join D-Bot Squad, a team that catches real dinosaurs. Hunter puts on his gear and equipment, and takes off on his d-bot. But flying a real d-bot is much harder than he thought. Hunter is in trouble.



#### **Guided Reading Questions and Discussion Points**

##### ***The cover What's it all about?***

- Invite students to look at the front cover. Discuss what the book might be about. How can they tell? Who wrote the book? Is it in a series?
- Looking at the spine and the back cover, what extra things do students learn about the book?
- Does the cover make students want to read it? Why?

##### ***Chapter 1 Understanding differences***

- Hunter likes dinosaurs. What do some of the other children in his class like? What does Hunter think of kids who don't like dinosaurs? What do they think of him? Can you still be friends if you like different things?
- How does Hunter feel when he spots the pterodactyl but no-one in his class believes him? How does he show his feelings?

##### ***Chapter 2 Listening to others***

- How does Hunter feel when Ms Stegg talks to him about dinosaurs? How is it different to what happened in his classroom?
- Look at the pictures. How do they show how characters are feeling?
- What does Hunter like about being in the dinosaur cave and why?
- Discuss places where people might like to spend some quiet time and what they might like to do there.

##### ***Chapter 3 Under pressure***

- As the computer game starts, it begins counting. How does Hunter feel about this? Find words that he says and that are used to describe him and what he does that show us his feelings.
- As Hunter designs his d-bot, what does he do to work out what it needs to be useful?
- Look closely at the picture of the computer screen Hunter uses to design his d-bot (pages 29, 33 and 36). What features are shown in the pictures? What does Hunter choose for his d-bot?
- Discuss what can be good about doing things fast and what can be good about taking things slowly.

## **Chapter 4 Computer games**

- Does the game Hunter is playing seem like fun? Why?
- How is the world of the computer game different to the real world?
- How is it different to the world shown in books?

## **Chapter 5 The past and the present**

- Why would anyone want to bring dinosaurs, or any other extinct creature, back to life?
- What would the world be like if dinosaurs came back to life?
- What would you like to bring from the past into our own time?
- Look at the diagrams of the d-band and the tool belt. How are they different to the pictures of events in the story? Are the labels useful?

## **Chapter 6 Practise makes perfect**

- How does Hunter feel when he first gets on his d-bot?
- What does Ms Stegg tell Hunter to do when he is about to take off on his d-bot? Why?
- Can students think of anything that they found a bit scary at first? How did they feel after they had practised for a while?
- How does Hunter feel when he leaves the D-Bot Squad base? What happens?

## **Classroom Activities**

### **Dino chart**

The dinosaurs that appear in this series were real animals. Students can start a chart that they can add to as they read each book in the series. They can write down the dinosaur's name, how the name is pronounced, add some facts they have learned about it and draw a picture of it.

### **What happens next?**

The story ends with Hunter in trouble. This type of ending is called a 'cliff-hanger'. It leaves the reader in suspense.

1. Discuss with students what a cliff-hanger ending is. Where do they think the name comes from? Does the ending of *Dino Hunter* make them want to read the next book?
2. Students can think about what might happen next. They can write a few sentences that they think would make a good start to the next story.

### **Talking about books**

The book Hunter brings to Book Week is a factual, information or non-fiction book about dinosaurs.

1. With some examples of information books about dinosaurs to look at, students can discuss how the book Hunter takes to Book Week might be different to *Dino Hunter*. How is it similar? Do they like books that combine elements of information books and story books?
2. To get used to having discussions that respect each other's opinions, students can take turns to discuss they like about Book Week and what they might like to wear, taking turns to offer their opinions and preferences.

### **Feelings in words and pictures**

We find out how the characters feel in several ways in the story. Sometimes the narrator tells us how they feel using words like 'happy' and 'hate'. Sometimes they say how they feel out

aloud through dialogue or think about their feelings. Sometimes their actions and expressions tell us how they feel, both in the writing and in the pictures.

1. Looking at Chapter One or another part of the story, discuss how feelings are shown in the text and illustrations. Students can search for examples of words, expressions and actions that reveal the characters' feelings.
2. Discuss the writing and illustrating conventions that help the reader work out how feelings are being shown. For example, speech is always inside quote marks and the character who says them is indicated by words like 'Hunter said'. Similarly, thoughts are always in italics while in illustrations they are inside thought bubbles. Why are these conventions important?
3. Students can write a short story about seeing a real dinosaur. In the story, they can show feelings and use some of the writing and illustrating conventions that appear in the book.

### **Read all about it ...**

Hunter is good at designing a d-bot because he knows so much about dinosaurs. He knows how big they were, what they liked to eat, whether they could fly, and so on. That means he knows what his d-bot will need to catch a dinosaur.

1. Students can think about what sort of d-bot they would like to make. What sort of dinosaur will it have to catch?
2. Now students know what sort of d-bot they want to make, they need to find out about what it will have to do. Students can do some research on their chosen dinosaur to work out what their d-bot might need.

### **Design diagrams**

Once Hunter thinks about what his d-bot will need to catch a pterodactyl, he chooses from a range of features on the computer screen to make it (pages 29, 33 and 36). There are also diagrams of his other equipment, the d-band (page 60) and the tool belt (page 64).

1. Discuss how diagrams show us about something, which is sometimes quicker and easier than describing it in words. What sort of things can be shown in diagrams like these? How are labels useful? Are labels short or long? Are they full sentences?
2. Students can now draw a diagram of the d-bot they thought about making.

### **Build a dinosaur**

Sometimes we work on things by ourselves but sometimes we have to work together. In this story, Hunter prefers to do things by himself.

1. Students can discuss doing things by themselves or with other people. Together the students can compile a list of the benefits and drawbacks of each way of working.
2. Students can now build a model dinosaur like the one Hunter makes with building blocks. Perhaps in one building session they can work alone, then when they build another dinosaur they can work together.
3. Discuss with students whether they liked working alone or together and why they preferred one way of doing things over the other.

### **Quiet places**

Everybody has times when they prefer peace and quiet and doing their own thing, just like Hunter does in the dino cave.

1. Using the black line master, students can design their own quiet space. Alternatively, they could design one using a computer drawing program.
2. Using the ideas in these designs, students could use a cardboard box on its side to create a model of their quiet space.

## **BLACK LINE MASTER 1: Quiet Spaces**

Hunter likes the dino-cave in the library because it is somewhere he can get away from noise and have time alone. He sits in the cave and makes a d-bot. If you made a cave as a quiet place, what would it be like? Using this outline, decorate your own cave and give it a name. What would you put inside it? What would you do while you were there?

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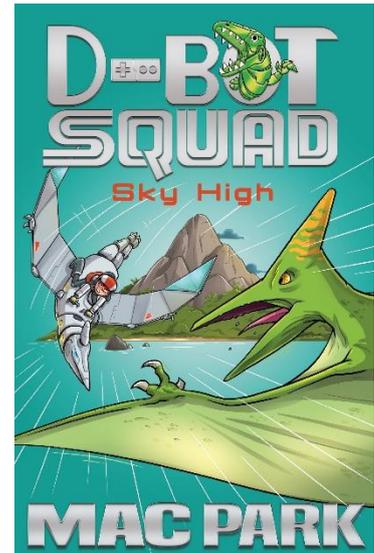
## SKY HIGH

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### GUIDED READING QUESTIONS, DISCUSSION SUGGESTIONS and CLASSROOM ACTIVITIES

#### Synopsis

Hunter is practising flying his d-bot and thinking about how to catch the pterodactyl that escaped from Dino Corp. He knows pterodactyls like eating fish so he catches some to use as bait. As the pterodactyl eats the fish, Hunter activates the teleport button to send it back to its secret home. He has caught a real dinosaur! Then a much bigger dinosaur appears—a quetzalcoatlus. Ms Stegg says Hunter needs help to catch it but he thinks having someone else around will mess things up. He goes after it by himself, only for it to catch him and his d-bot.



#### Guided Reading Questions and Discussion Points

##### **The cover What's it all about?**

- Invite students to look at the cover. Can they find the series title, the title of the story and the author's name?
- Looking at the pictures, can students pick the d-bots from the real dinosaurs? How?
- Discuss what the book might be about. How can they tell? Does the blurb give much away about what happens?

##### **Chapter 1 Taking things slowly**

- What happens when Hunter first takes off on his flying d-bot? How was Ms Stegg right about flying?
- After Hunter regains control of his d-bot, what does he do to make sure he won't lose control of it again?

##### **Chapter 2 Doing things for yourself**

- Although Hunter knows the children at school wouldn't believe he is riding a d-bot, does he mind? Why?
- How does Hunter use his knowledge of dinosaurs to help him make a plan to catch the pterodactyl?
- What does Hunter notice about the seagulls that help him work out where the pterodactyl is? Do students ever notice what the animals around them are doing?

##### **Chapter 3 Top secret!**

- Why couldn't Hunter take a photo of the pterodactyl even if he had a phone?
- How does Hunter give himself away as he gets close to the pterodactyl?
- How does he keep the pterodactyl busy while he approaches it a second time?

##### **Chapter 4 Facing a big task**

- How does Hunter prepare his d-bot to make it suitable to catch a quetzalcoatlus? Can students think of a big challenge they have faced? How did they prepare themselves?

- How does Hunter feel when Ms Stegg says there are other D-Bot Squad members and that she is sending one of them to help him? Why do people sometimes like to do things alone?
- Do students think it was a good idea for Hunter to ignore Ms Stegg’s instructions? Can students think of a time when they ignored someone’s instructions? How did things turn out?

### **Chapter 5 When things don’t go according to plan**

- What unexpected thing does the quetzalcoatlus do that means Hunter’s plan goes wrong?
- What does Hunter think the quetzalcoatlus can’t do? Is he right?
- Once Hunter gets a hood over the head of the quetzalcoatlus, he tries to land on its back. What happens?

### **Chapter 6 Help!**

- What does Hunter do when he falls off his d-bot and lands on the beach?
- Why can’t Hunter get back on his d-bot and fly away?
- When does Hunter finally realise that Ms Stegg was right and he could do with some help?
- Why does the quetzalcoatlus finally notice Hunter? What does it do?

## **Classroom Activities**

### **Dino chart**

The dinosaurs that appear in this series were real animals. Students can add to the chart they started after they read the first book. They can add the dinosaurs they met in this book and write down the dinosaur’s name, how the name is pronounced, add some facts they have learned about it and draw a picture of it.

### **Predictions ...**

Book covers give us clues about stories, but they don’t give them away. Sometimes things happen that we don’t expect at all.

1. Looking at the cover, students can write a few lines about what they think will happen in the story on a piece of paper. If they have read the first book in the series, they might suggest how this one carries on from it. All the students’ predictions can be put inside a big box.
2. Once the whole story has been read, the predictions can be read out. How close were the class’s predictions? Would some of the ideas have made good stories?

### **What if...?**

All stories are based on the author asking ‘What if?’ No two stories are ever the same because different authors ask different questions—they think of different possibilities. On the back cover of *Sky High*, the blurb asks whether the d-bot Hunter made will be up to the job of catching the pterodactyl.

1. Taking out a piece of paper, students can write down as many different ‘what ifs’ as they can think of in ten minutes that might relate to *Sky High* but could change the story. They could be something like:

- What if Hunter fell off his d-bot?
- What if the d-bot ran out of power?
- What if the pterodactyl was just a baby?

- What if the quetzalcoatlus had babies?
2. Students can then pick one or more of their 'what ifs' and use it/them to write a new scene.

### **Animals' feelings, people's feelings**

Hunter notices that the seagulls look scared. That's how he works out where the pterodactyl is. Animals have feelings like people. Sometimes they show them in ways that are similar to the way humans do but sometimes they show them in different ways.

1. Students can discuss or research how different animals show their feelings using calls, gestures, by the way they hold themselves and by what they do.
2. Students can compare how animals and people show their feelings by drawing a simple table with three columns. The first column can be headed 'Feelings' (such as happy, sad, frightened, angry). The second column will be headed with the name of an animal of the student's choice and alongside each feeling students can describe the way the animal shows that feeling. The third column will be headed 'People' and alongside each feeling the way people show that feeling can be described.
3. On a single page, students can write a few lines and draw a picture about what might happen if you ignore the signals people or animals make to show their feelings.

### **Oodles of dinosaur doodles**

There are several kinds of illustrations in the story: full and half page pictures that show a scene, chapter heading drawings, drawings of dinosaurs on the information cards, little corner sketches of d-bots that move when you flick the pages, and finally pictures arranged like a cartoon strip. Many of the pictures include dinosaurs and d-bots.

1. Students can find examples of different types of illustrations in the book. Discuss how they add to the story. Do the pictures add any information that isn't included in the words? How do they show characters' feelings?
2. Students can choose their favourite type of illustration and illustrate part of the story that doesn't have pictures in the book. Encourage them to think about how their illustrations fit the story and add to it.

### **Flying dinosaurs**

There are two different sorts of flying dinosaurs in this story. Hunter knows some things about them, but he also learns more.

1. Students can think about how the two dinosaurs in the story are similar and how they are different. Using a Venn diagram, they can write down information about the dinosaurs in the two circles, noting their similarities in the overlapping sections of the circles.
2. Students can research more about flying dinosaurs. How do we know about them?

### **BLACK LINE MASTER 2: Fun Facts and Figures**

Hunter loves dinosaurs and he knows a lot about them. Pick your favourite category of things (horses, cars, athletes, dinosaurs, birds, flowers ... or anything else) and make four collector cards about them. Don't forget to turn your cards over and design a cool looking back with the name of your card collection on it. When you've finished, you can share fun facts about your favourite things with other kids

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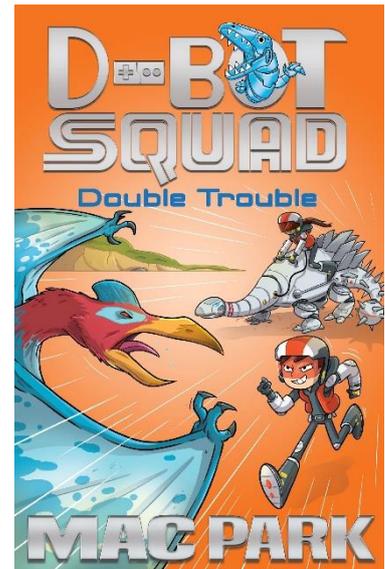
## DOUBLE TROUBLE

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### GUIDED READING QUESTIONS, DISCUSSION SUGGESTIONS AND CLASSROOM ACTIVITIES

#### Synopsis

Hunter and his d-bot are in the clutches of a quetzalcoatlus when Charlie, another D-Bot Squad member, arrives and helps him escape. They keep chasing the quetzalcoatlus on Charlie's d-bot. Charlie lands her d-bot on a beach and when the quetzalcoatlus lands too, Hunter distracts it while Charlie flies up and drops a net over it. Charlie says she couldn't have caught it without him. Now Ms Stegg says they have to catch a stegosaurus. Back at D-Bot Squad base, Hunter finishes designing his d-bot first. He leaves without Charlie but regrets his decision when he catches up with the stegosaurus and it lets out a huge fart.



#### Guided Reading Questions and Discussion Points

##### **The cover What's it all about?**

Invite students to look at the cover. How is the cover of this book the same as the cover of the first two books? How is it different?

- What do we learn about the kids on the cover from the blurb and the illustrations? Do we know who both of them are before we read the story? Do we know what they are doing?

##### **Chapter 1 Oops!**

- The story opens with Hunter in a dangerous situation. How did he get into such trouble?
- What had Ms Stegg said when she told Hunter the quetzalcoatlus had to be caught? What had Hunter done instead? Was ignoring her instructions a mistake?
- Why does Hunter let go of the quetzalcoatlus's leg?

##### **Chapter 2 A change of plans**

- Hunter can't let go of the quetzalcoatlus's leg so he has to make a new plan. What is it? Do students think it could work?
- Why doesn't Hunter carry out his plan? How does Hunter know the approaching dinosaur is really a d-bot?
- How does he feel when he sees the other d-bot's rider? What is her plan to rescue Hunter? What does she know that he doesn't that means her plan works?

##### **Chapter 3 Meeting up**

- What does Charlie say after she rescues Hunter? Is she friendly? Does she say anything about him not waiting for her help?
- Does Charlie know more about quetzalcoatluses than Hunter?
- How are Hunter and Charlie alike? How are they different?
- Do they work together well to make the plan to catch the quetzalcoatlus?

## **Chapter 4 Teamwork**

- When things don't go as planned on the beach, Hunter and Charlie work together to catch the quetzalcoatlus. Do they listen to each other?
- Charlie says that she and Hunter caught the quetzalcoatlus together, but that it was her plan. How does Hunter feel about this? Was she right?
- When Hunter realises he doesn't know as much about being in D-Bot Squad as Charlie, how does he feel? What does Charlie do that means Hunter doesn't feel so embarrassed?

## **Chapter 5 One of a team**

- How does Hunter feel when he finds out there are several D-Bot Squad members?
- How does he feel when Ms Stegg says Hunter has to work as one of a team? What are some good things about working on a team?
- What does Hunter do as soon as he finishes making his d-bot designed to catch the stegosaurus?

## **Chapter 6 Going it alone**

- What does Charlie say to Hunter when he goes off to hunt the stegosaurus by himself? Does Hunter listen to her?
- As he creeps up behind the stegosaurus, what does Hunter remember about stegosauruses?
- What happens before Hunter has time to move away from the stegosaurus?
- How do students think the next book might start?

## **Classroom Activities**

### ***Dino chart***

The dinosaurs that appear in this series were real animals. Students can add to the chart they started after they read the first book. They can add the dinosaurs they met in this book and write down the dinosaur's name, how the name is pronounced, add some facts they have learned about it and draw a picture of it.

### ***Warning!***

Ms Stegg gives Hunter some sensible advice about the quetzalcoatlus and the stegosaurus. Charlie asks him to wait for her help before he hunts the stegosaurus. Hunter doesn't pay any attention and he gets himself in big trouble.

1. Discuss why Hunter might have decided to go off on his own to catch dinosaurs. What are some things that students can do by themselves and things that they need help with, either from a friend or an adult?
2. We do many things in everyday life that keep us safe. Some of them involve following certain rules, like crossing the street at a zebra crossing, or wearing bike helmets. Some of them involve taking notice of people who have more experience, like our parents. Each student can make a poster that displays a rule that they follow to keep safe and healthy.

### ***Describing words***

Words that describe people, places and things make a story livelier and also add extra meaning.

1. Focus on adjectives, words that describe people and things. Discuss how they can be identified. Invite students to find some adjectives in the story.

2. Focus on adverbs, words that describe actions in the story. Discuss how they can be identified. Invite students to find some adjectives in the story.
3. Looking at Chapter One or another part of the book, read out the story but leave out the describing words. Ask students what has changed about the story. Do they miss out on some information?
4. Writing out a few sentences from the book, leave dashes where the describing words would be. Have students suggest some other describing words. How do these new words change the story?

### ***Different characters, different points of view***

Stories can be told from different characters' points of view. In this story, we hear what all of the people say and see what they do, but we are only told the thoughts of one of them (shown in italics)—Hunter. The story would be very different if we didn't know what he thought and knew what Ms Stegg or Charlie thought instead.

1. On a sheet of paper, students can write down some of the things Hunter thinks about the other people in the story and about the reasons why he makes some of his decisions. For instance, what does he think of Charlie when he first sees her flying her d-bot (page 22)? And when she tells him to be quiet (page 36)? And when she says they have to teleport back to base (pages 51–2)?
2. Students can think about how Ms Stegg or Charlie might feel about Hunter. They can write a short scene about what happens back at the base when Charlie and Ms Stegg realise that Hunter has gone off on his own to catch the stegosaurus. What might they say to each other? What might they think? What might they do? What gestures might they make?

### ***Action-packed art***

There is lots of action in this story. Many of the large pictures show the action happening, even though they are really frozen moments.

1. Invite students to look at some of the pictures. How is movement shown? Consider lines that show direction; the postures of the d-bots, dinosaurs and people; gestures people and dinosaurs make; the facial expressions of people and dinosaurs; and the way things like hair and clothing are shown.
2. To get across the idea of how art can be like a frozen moment, students can play a game of statues. They can move around the classroom pretending to be d-bots or dinosaurs, and freeze when the music stops. To understand fully, half the class can watch while the other half moves and stops, then the groups can swap.
3. Students can pick an action scene in the story and illustrate it using some of the techniques the illustrator has used.

### **BLACK LINE MASTER 3: Design a D-bot**

When Hunter and Charlie make a d-bot they first think about what type of dinosaur they have to catch. Then they work out what their d-bot will need to do the job. (Read about their d-bots' special features on pages 35, 50 and 51, and finally 62 to 70.) Follow the same steps to design your own d-bot.

Step 1. Decide what sort of dinosaur your d-bot has to catch. Write down what you know about this dinosaur, like where it lived, what it ate, how big it was, and so on.

Step 2. Write down your ideas about what your d-bot might need so that it can catch the type of dinosaur you have picked.

Step 3. Draw your d-bot! It could be a plan or you could draw it in action.

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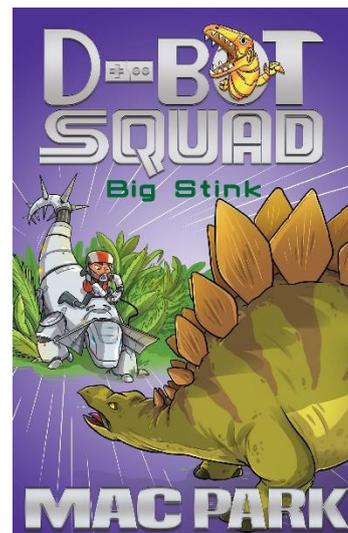
## ***BIG STINK***

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### **GUIDED READING QUESTIONS, DISCUSSION SUGGESTIONS and CLASSROOM ACTIVITIES**

#### **Synopsis**

As Hunter lies near the farting stegosaurus, he wishes he'd waited for Charlie. When Charlie does arrive, she sees the stegosaurus has squashed Hunter's d-bot. She leads the stegosaurus away with some leaves. Soon after, she calls Hunter on her d-band—the stegosaurus has her cornered up a tree. Hunter arrives on her d-bot and tries to teleport the dinosaur but it's too big. Using moss as bait, they lure the stegosaurus to stand under the tree then both fire their beams at it. But now an argentinosauros is on the loose. They work together to make a d-bot big enough to face the colossal dino.



#### **Guided Reading Questions and Discussion Points**

##### ***The cover What's it all about?***

- Invite students to look at the front cover. Ask them what catches their eye first. Is it Hunter's face? How do they think the artist has focused their attention there? What is the expression on Hunter's face? Where is he looking?
- The blurb says 'things don't always go to plan'. What does the picture on the back cover suggest has happened?
- If you have all four books, students can compare them. What do they like about each cover?
- Spines of books don't have much space. What sort of information is on them?

##### ***Chapter 1 'Why didn't I listen?'***

- As Hunter lies on the ground, what does he wish he had done?
- What wakes him up after he passes out?
- What happens to Hunter's d-bot?

##### ***Chapter 2 Help arrives***

- How does Charlie know where the stegosaurus is?
- Why is Charlie shocked when she sees Hunter?
- What doesn't he know about his equipment? Why doesn't he know?
- How does Charlie save Hunter from the stegosaurus? Is she brave?
- Charlie isn't angry with Hunter for going off on his own to search for the stegosaurus. Why not?

##### ***Chapter 3 Talking and working together***

- While Hunter fixes his d-bot, he talks to Charlie. What do they talk about? Do they seem to be getting along? Do students think that Charlie and Hunter have anything in common?
- How does Charlie help Hunter as he fixes his d-bot?
- Why does Hunter think something is wrong?

- When Charlie insists that Hunter uses her d-bot to rescue her, he agrees. Why do students think he does what she says?

#### **Chapter 4 Working as a team—almost**

- Why is the stegosaurus trying to get at Charlie?
- What happens when Hunter presses the speaker button on the remote for Charlie’s d-bot?
- When Charlie tells Hunter not to try to teleport the stegosaurus by himself, what does he do? What happens?
- After Hunter’s mistake with the teleporting ray, what does he do?

#### **Chapter 5 Working as a team—finally**

- How do Hunter and Charlie finally work together to teleport the stegosaurus?
- When they can’t see what they’re doing, how do they aim their teleporter rays?

#### **Chapter 6 Facing a BIG job together**

- Faced with the job of catching a huge argentinosauros, what do Charlie and Hunter have to do to their d-bots?
- As Charlie and Hunter work on their d-bots, do they work alone or together?
- How does Hunter feel as he works with Charlie? How does she feel?
- How does working together help them do a good job? What does their d-bot look like?
- Why did Charlie and Hunter gasp when they saw the argentinosauros?

### **Classroom Activities**

#### ***Dino chart***

The dinosaurs that appear in this series were real animals. Students can add to the chart they started after they read the first book. They can add the dinosaurs they met in this book and write down the dinosaur’s name, how the name is pronounced, add some facts they have learned about it and draw a picture of it.

#### ***Getting to know each other***

Charlie and Hunter haven’t known each other for very long. As they work to catch the dinosaurs, they talk to each other. Sometimes they tell each other what to do (commands), sometimes they tell each other what they think (opinions) and sometimes they ask each other questions. These different types of speech can be identified by the vocabulary (such as verbs) and sometimes by punctuation.

1. Commands: students can identify when Hunter and Charlie tell each other what to do (for example on pages 26, 38, 42, 50–1, 56, 57). How can students tell that what the character says is a command?
2. Asking questions: students can identify when Hunter and Charlie ask questions (for example on pages 6, 31, 35, 37, 52, 54, 62, 64, 67, 70). How can students tell that what the character says is a question?
3. Telling each other what they think: (for example on pages 34, 61, 67, 71, 73). How can students tell that what the character says is an opinion?
4. The way that Ms Stegg, Hunter and Charlie talk to each other often varies with the circumstances. Students can try to work out how the characters might talk to each other under the following circumstances, either talking about their ideas or writing them down: when there is a big, angry dinosaur that is getting closer; when they are working

together on a new d-bot; when they need to know something; when they have just teleported a dinosaur.

### ***A new d-bot kid***

At the end of the story, Charlie and Hunter see another D-Bot Squad member hanging on to a dinosaur.

1. Students can write and illustrate a story about how the new D-Bot Squad member came to be on the huge dinosaur.
2. Alternatively, students could write and illustrate a story about what they think might happen next.

### ***Listening***

Charlie and Hunter learn to listen to each other, which makes working together easier. They also have to listen carefully when they can't see through the cloud of gas made by the stegosaurus to work out where to fire their teleporting rays.

1. Invite students to think of a time in the story when Hunter doesn't listen to someone. What happens? Think of a time when he does listen to someone. Why does he decide to listen?
2. Listening to someone doesn't always mean it is a good idea to believe what he or she says or to do what he or she tells you to do. Invite students to talk about or write down some examples of when it is good to listen to others and some examples of when it is a good idea not to listen but then not do what someone tells you to do.
3. As a listening exercise, play a game where students line up sitting on the ground. Beside the last person in the line is a tray covered with a cloth. Hidden beneath the cloth is a cup and a plastic dinosaur. The first student is given the whispered instruction to take the cloth away and put the dinosaur in the cup. The instruction is whispered down the line until the last student carries it out. Will they all listen and pass the instruction on correctly?

### ***Noisy words***

Words are used in many different ways to make a story lively. Some of the words in the story stand for sounds, which means they are examples of onomatopoeia.

1. Some of the words are sounds that people or animals make with their voices. Invite students to find some of these sounds in the story. Can students notice anything about the way they are written that makes them stand out from other words? (For example, they are in quote marks, they have repeated letters, they are often followed by exclamation marks and they are often shown in different types of letters from the rest of the text.)
2. Other onomatopoeic words stand for sounds that aren't made by human or animal voices. Invite students to find some of these words. (Are they shown in different ways to the voiced sounds?)
3. We don't know what sort of sounds dinosaurs made because they aren't around anymore. Students can choose a dinosaur and make up a sound to stand in for a call it might have made. They can use this made-up word as the basis of an acrostic poem about dinosaurs.

### ***Imagining different places***

In the 'D-Bot Squad' books, there are different kinds of dinosaurs roaming around free in today's world. Hunter and Charlie teleport them back to the place where Dino Corp secretly keeps the dinosaurs.

1. Invite students to think about what sort of place a dinosaur might need if it were living in captivity. It will need to be safe, have food and water, have something to do and be able to move around to get exercise.
2. Students can design a place for a particular kind of dinosaur to live in. This can also be done as a pencil-and-paper drawing exercise or a computer graphics drawing exercise.
3. Using recycled craft materials, students may like to create a model of a their dino haven.

### **Combination d-bots**

Hunter and Charlie work together by the end of the story. They also join their d-bots together. By cooperating, they make a huge dino. It can be fun working together and the results can be surprising!

1. Students can design a two-storey d-bot with lots of features that might make it a good dino-hunter.
2. Students can make half-and-half dinosaurs. Turn a piece of paper so it stands tall (portrait format). Fold the top to the bottom and make a crease across the middle. On this crease, mark two dots at 5 cm from each edge. Students can now draw a dinosaur, making sure the lines that form each side of its body pass through the dots. Write the name of the dinosaur on the top of the page and the bottom. Now cut along the crease. Students can now keep the top half of their picture and swap the bottom half with someone else. Sticky tape the two halves together, joining them at the dots. Make up a new name for the crazy half-and-half dinosaurs.

### **BLACK LINE MASTER 4: The Next 'D-Bot Squad' Book!**

What happens at the end of *Big Stink*? What might happen in the next book? Use your ideas to design the cover of the next book in the 'D-Bot Squad' series. Give the book a title, exciting pictures and a blurb that makes other kids want to read the story. Don't forget the book's spine!

## ABOUT THE WRITERS AND ILLUSTRATOR

### MAC PARK

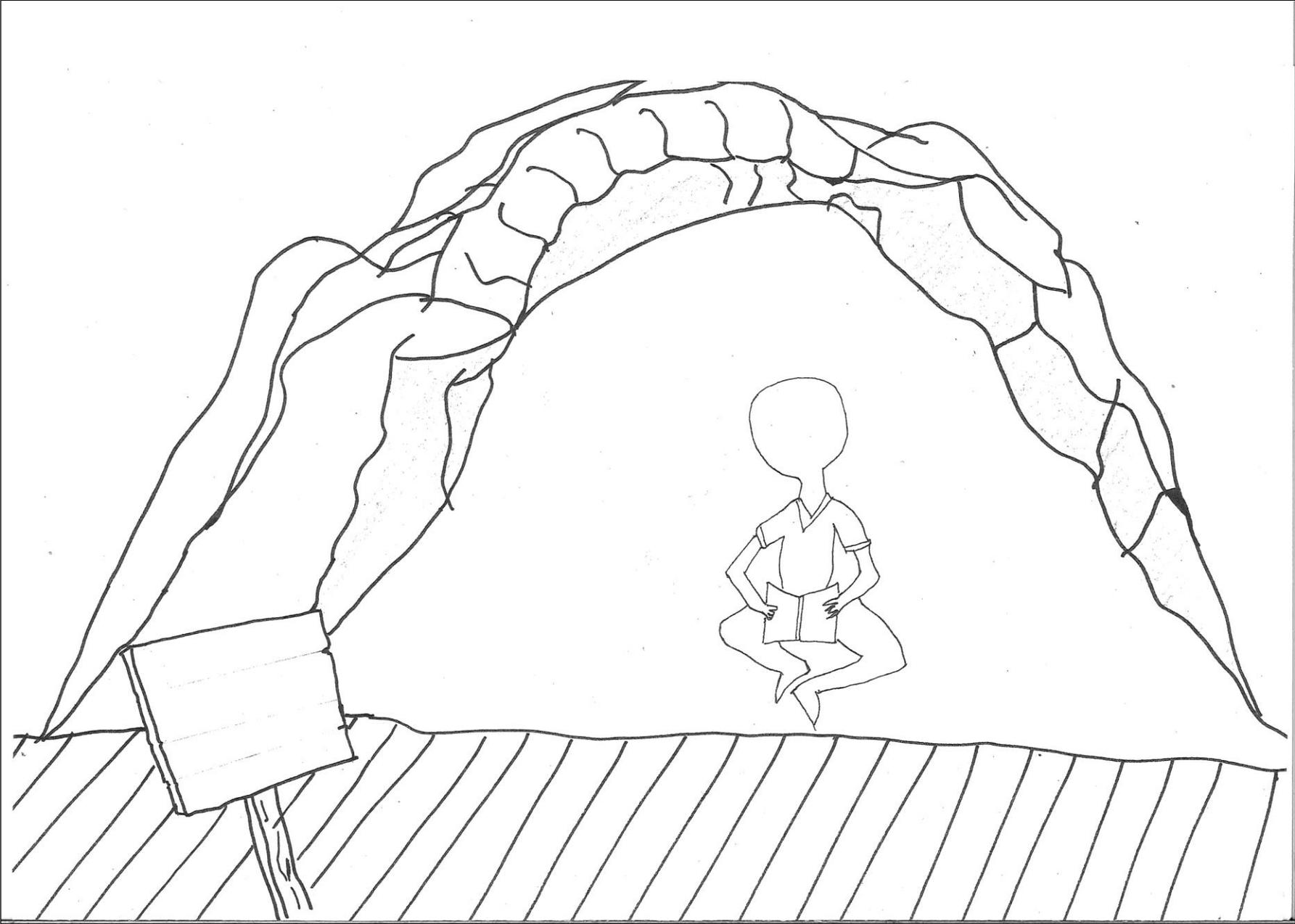
Writing under the pseudonym MAC PARK, Stories Inc is an innovative partnership between Louise Park and Susannah McFarlane, who between them have sold more than 10 million books. Their partnership is the perfect fusion of education, literacy and reading acquisition, and cutting-edge children's trade publishing. They have over 50 years of combined experience in publishing, writing and editing books for children that adults trust, parents buy, and kids love to read. They have published, edited or written numerous bestselling children's series, including Go Girl!, Zac Power, EJ12 Girl Hero, Star Girl, Harriet Clare and Boy vs Beast.

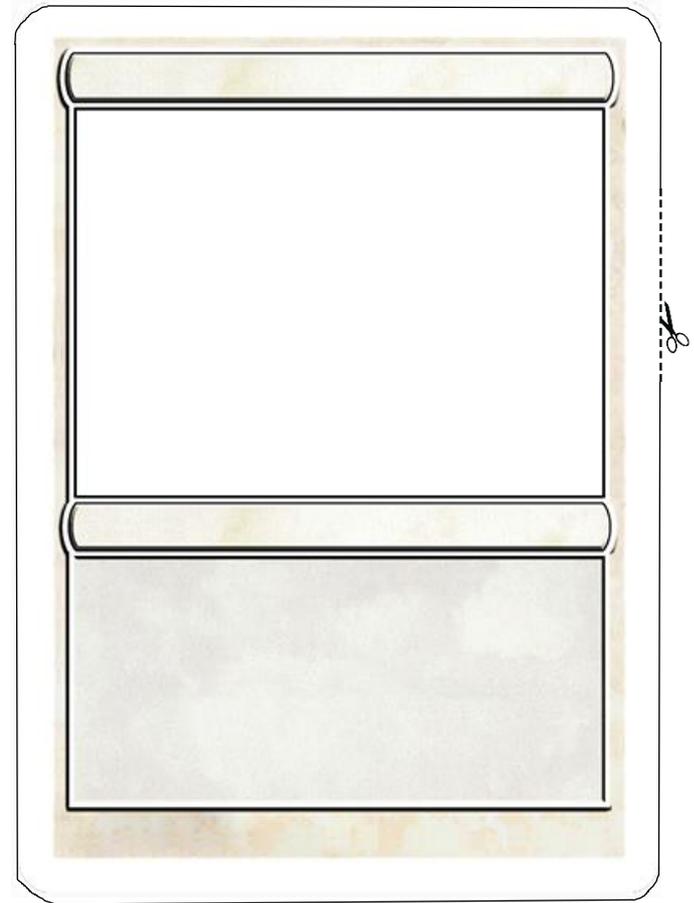
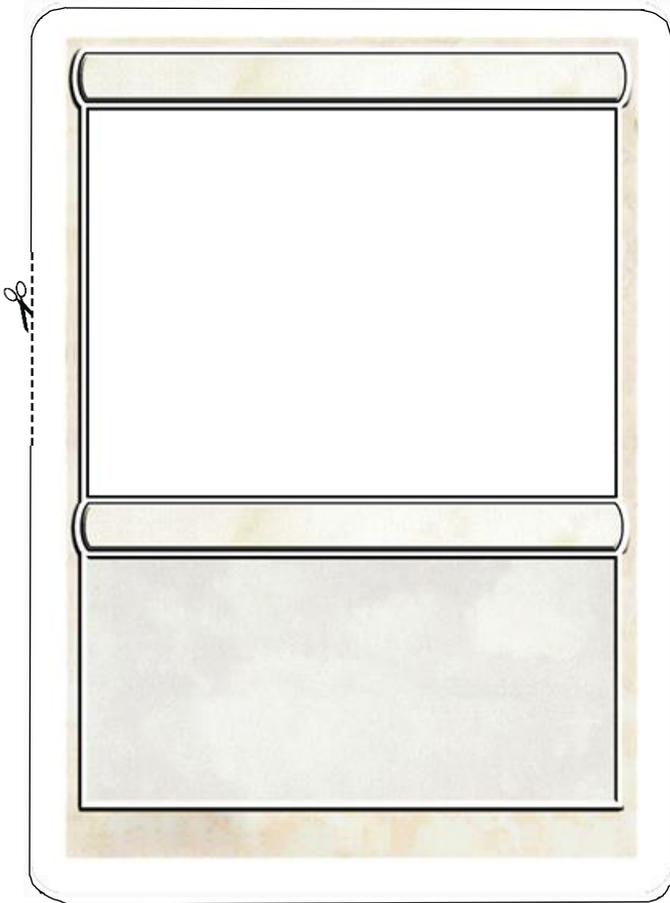
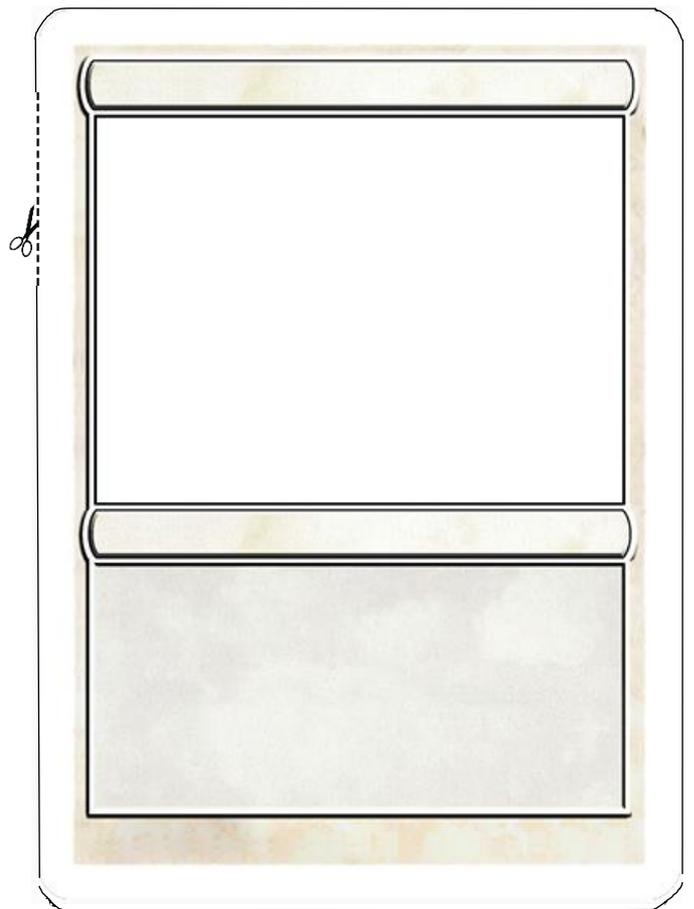
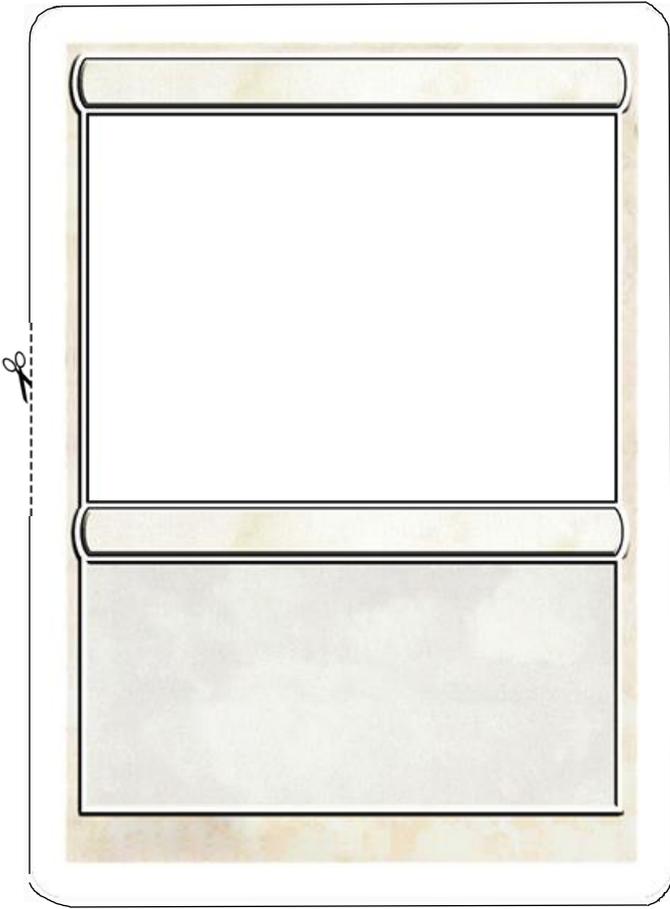
### JAMES HART

James Hart was raised in the UK on English comics and classic eighties and nineties cartoons before moving to Australia and studying illustration, electronic design and multimedia. James has designed toys, animated programs such as *The Day My Butt Went Psycho*, and illustrated books for series including You Choose, Boy vs Beast, Glen Maxwell, Ball Stars and Accidentally Awesome. When he's not drawing aliens, robots and monsters, James is being a dad and husband, watching movies and documentaries and cartoons, drinking coffee, listening to music, gardening, reading...and drinking more coffee. James's illustrations can be viewed at [www.jameshart.com.au](http://www.jameshart.com.au).

### KATE McALLAN

Kate McAllan is freelance writer, researcher, editor and archaeologist. She loves helping teachers get the most out of books for their students and has written numerous teachers' notes for several publishers, including three guides for the 'My Story' series for Scholastic Education. She has worked on many children's nonfiction titles about the natural world and on historical and cultural subjects for publishers such as Scholastic Australia and Weldon Owen. Her nonfiction title, *Disaster!*, was a Notable Book for the CBCA's Eve Pownall Award in 2007. As an archaeologist, she has excavated in Australia, Bahrain and Greece.





# Design a D-bot

Which dinoasaur will your d-bot catch? \_\_\_\_\_

Vital statistics:

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What will your d-bot need to catch it?

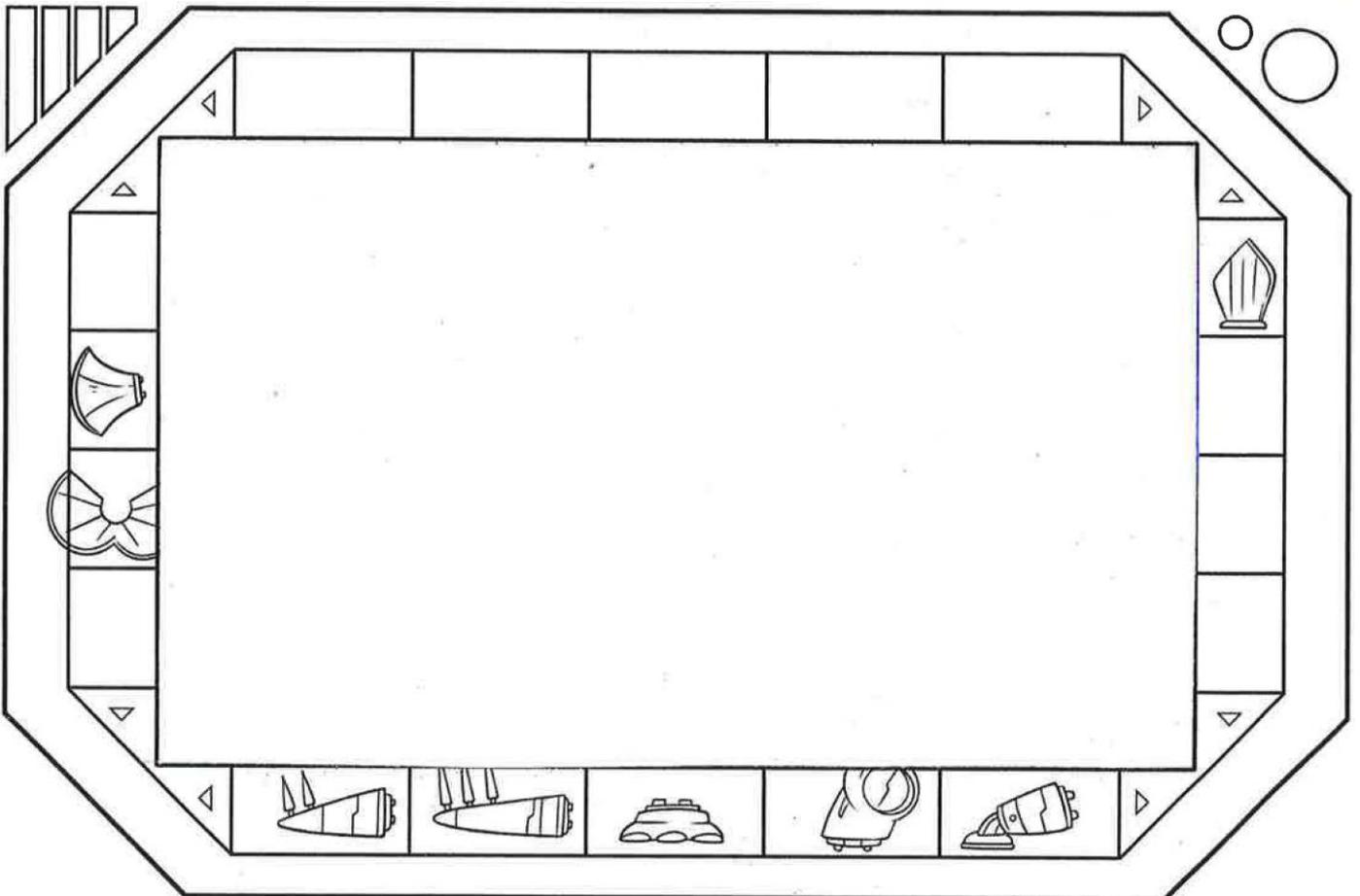
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SQUAD

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kids will love,  
using words  
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