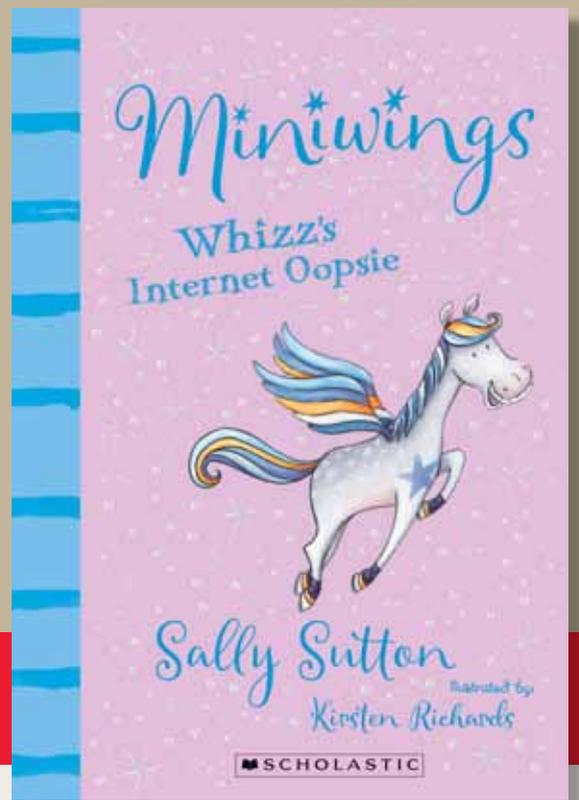


Miniwings #2 Whizz's Internet Oopsie

Text by Sally Sutton

Illustrations by Kirsten Richards

• Reading • Writing • Art • Design • Collaboration
• Oral language • Presenting • Using the Internet



Synopsis

It is the first week back at school for Sophia and Clara, and they are hoping to make a good impression on their new teachers. The Miniwings are not happy about the prospect of being left on their own while the two sisters are at school, so Sophia and Clara decide to leave their computer on for the Miniwings to play a game on it.

They return from school to find their bedroom eerily quiet and immaculate. The Miniwings are unusually polite as they enquire about the girls' day. Dad knocks on the door and the Miniwings freeze. A brand new foot spa has just been delivered to the front door and Dad is wondering why Mum would have ordered such a thing. The penny drops. The Miniwings! The girls quickly suggest that it must be a surprise present. They'd better hold on to it.

It turns out that those naughty Miniwings weren't so well behaved while the girls were at school. They have busied themselves making online purchases on Mum's credit card! Order Number Two arrives the next day: a cordless drill. Mum is distracted with an important work call, so Sophia and Clara sneak away with the drill. When the doorbell rings for Order Number Three, they race to answer it first, and open it to find a nanny goat staring back at them. They hide the goat at the bottom of their school field, but during afternoon class the goat escapes and barges into Clara's classroom, causing nervous Mrs Miller to faint into Mr Broccoli's arms. The goat escapes.

After school, Sophia and Clara's nana has come to visit. Turns out that Nana 'knows' about the Miniwings. When the goat turns up back at the house, the girls are on the verge of giving up, but the Miniwings offer to pitch in and help. They make a plan to reveal all to Nana, who in turn explains away all the online ordering to the girls' parents – claiming it as her own doing. She heads home with the drill and foot spa in the back of her car . . . alongside a sleeping goat.

About the Author and Illustrator

Sally Sutton. Born in Auckland, New Zealand, Sally Sutton decided she wanted to be a writer when she was six years old. She is now a best-selling, award-winning author of many popular books, including *Roadworks* with Brian Lovelock (winner Best Picture Book NZ Post Children's Book Awards 2009) and its sequels *Demolition* and *Construction* (published by Walker Books.) Other picture books include *Farmer John's Tractor* (with Robyn Belton), *When We Go Camping* (with Cat Chapman) and *Ambulance, Ambulance!* (with Brian Lovelock.) Many of her picture books have been named Storylines Notable Books.

Sally's first junior fiction series with Scholastic was her humorous, native animal Diary series: *Diary of a Pukeko*, *Diary of a Bat*, *Diary of a Frog* and *Diary of a Sea Lion*, illustrated by Dave Gunson. She is thrilled to be working on chapter books again with the hugely enjoyable Miniwings series, illustrated by Kirsten Richards.

Sally loves to write for different age groups, but strives to bring the same qualities to all her writing: a strong plot, lively and rhythmic language, and a big dose of fun. Sally holds an MA (1st class Hons.) in German. She has a keen interest in Grimms' fairy tales and European languages, and also enjoys writing plays. She lives in Auckland with her husband and two daughters.

Kirsten Richards grew up in a small village in the Berkshire Downs, in the South of England, where she spent most of her days running, jumping and climbing trees. If she wasn't covered in mud, she would most probably be scribbling down stories to amuse her sister, or encouraging her pets to sit nicely whilst they had their portraits drawn.

After completing a foundation Art and Design course Kirsten moved to Swansea where she spent three very happy years studying towards a degree in General Illustration. She graduated in 2006 and emerged bright-eyed and bushy-tailed into the world of children's publishing.

Since then Kirsten has worked on a whole array of exciting projects, including books with Scholastic USA, Oxford University Press, Hodder Children's Books, Thomas Nelson and Top That! One of her highlights was in late 2008 when *The Littlest Pilgrim* (Scholastic USA) made its mark, spending three weeks on the New York Times bestsellers list.

Since moving to New Zealand, Kirsten has spent time teaching art and design to both adults and children and designing merchandise, souvenirs and fashion garments for children of all ages. She now runs a boutique design and illustration company where she draws, paints and designs to her heart's content. The illustrated junior fiction series *Miniwings* (written by Sally Sutton) is her second title with Scholastic NZ, following on from Lucy Davey's picture book *Dinosaur Hunting*.

Writing Style

Whizz's Internet Oopsie is the second in the *Miniwings* series. The language is lively in this funny, fast-paced story with well-placed illustrations and text to support a reader growing in confidence. Sisters, Sophia and Clara, work together to keep their mischievous *Miniwings* a secret from grown-ups while getting themselves and the *Miniwings* out of trouble. The reader is quickly drawn into the secrets and fun of life with the *Miniwings*. *Miniwings* are likely to feature in many readers' own writing and imaginative play.

Shared Learning and Discussion Points

Cover: Share the cover with the children and ask them to guess what the story will be about. Do they think it will be a true story? How can they tell?

Share the dedication. Who is S.S.? Who might Eliza be? Do you have a favourite book that you wish was dedicated to you?

Sophia's Diary (pp. 4–5)

Why can't Sophia tell the reader about the *Miniwings* out loud? What might happen if the wrong person found out about them? Ask the children to suggest words that describe the *Miniwings*, based on the information on the cover and in Sophia's diary. Sophia's diary entry mentions a secret language; turn to the back of the book to show the dictionary. Explain when and how to use the dictionary. Give a few examples of the words the *Miniwings* use and ask the students to guess their meanings.

Meet the *Miniwings* (pp. 6–7)

Show the illustration and share the descriptions. Ask the students to choose the *Miniwing* that seems the most like themselves.

Chapter One

- What had the girls complained to Mum about? (p. 9)
- What do you think might go wrong while the girls are at school? Have you ever been the 'class clown' or the 'class chatterbox'? (pp. 10–11)
- What is 'full angel mode'? What do the girls do that is special for the first day of school? Why are they making such an effort? (pp. 12–13)
- What do these *Miniwings* words mean:

Yawny-yawny

Moochy-stuffing

Nix

Laggy-draggy

Snotter

Nosey-goobles

Disgoostering

Splish-sploosh

Scrumibly

Chapter Two

- Who are the girls' teachers this year? (pp. 20–21)
- What did the *Miniwings* do while the girls were at school? How did the girls find out? What did the *Miniwings* do when Dad came into the room? (p. 24)
- How did the girls convince Dad



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not to tell Mum about the foot spa? Who is coming to visit tomorrow? Do you think an extra adult in the house will help the girls to keep the Miniwings' secret easier? What does a 'hmmm' mean? What about two 'hmmms'? What about three? (pp. 26–27)

Chapter Three

- What had arrived in the post while the girls were at school? What did the girls expect when they saw their mother had her hands on her hips? (p. 31)
- What happened that meant their mother forgot to ask them about the cordless drill? (p. 32)
- How had the Miniwings used the drill? (pp. 34–35)
- How did the girls hide the drill holes? (p. 37)
- What do you think is going to happen next?

Chapter Four

- What did Dad think had created the hole in the Rice Bubbles box? How did it actually get there? (p. 39)
- What gets delivered next? Why would the Miniwings have ordered it? Who do you think they ordered it for? What does 50% off mean? (pp. 40–41)
- How did the girls hide the goat from their mum? (pp. 42–43)
- What are the teachers busy doing? Can you think of a word with a silent 'g'? (pp. 46–47)
- When they finally get the goat to school, what does it do that makes the girls laugh so much? (pp. 49–50)
- Do you think the girls will ever really want to get rid of the Miniwings? Would you?

Chapter Five

- What mistake does Sophia make in her spelling test? Why did Sophia have to be so careful moving about the classroom? (pp. 51–52)
- Put these events from the story in the order that they happened (pp. 54–65):

The children run out of the classroom.

The bell rings.

Clara pours water on Mrs Miller.

The goat poos.

Mrs Miller falls on Mr Broccoli.

The goat eats the rules.

Mr Broccoli sees the goat out in the playground.

Mrs Miller faints.

The goat runs out of the school.

Chapter Six

- Why did they decide not to tell their mum about the goat incident? What had Sophia and Clara forgotten was happening after school? (p. 66)
- Does Nana 'know' about the Miniwings that she gave the girls? What does she say and do that suggests to the girls that she does know? (pp. 68–69)
- What does 'gloop' mean? (p. 72) What are 'wissy-stinklers'? (p. 74)
- Why is the joke about 'kidding' funny? (p. 75)
- Do you think the girls can trust Nana to help them with the Miniwings and keep it a secret? Why would it be safer to tell their nana, rather than their parents? Who would you tell? (p. 79)

Chapter Seven

- What solution do the girls and the Miniwings come up with that will also help their grandad? What does 'done and dusted' mean? (pp. 82–83)
- Who takes the blame for the online shopping? Do you think the girls' parents believe it? Would yours? How does the goat get her name? (p. 84)
- What is a 'nano-second'? (p. 89)

Activities

DICTIONARY

Look at the dictionary again. Choose ten words that you think are most interesting or funny. Write a story using as many of the words from the dictionary that you can. Decide if your story will be funny, sad, or action-packed. Give your story a title and design the cover for it. Remember to add your name as the author and illustrator.

FANTASY FONTS

A 'font' is the type style in which a word is written. Throughout the story the illustrator and book designer have used several fonts to make the story more interesting to read but also to show meaning. Choose a word that means a lot to you. It could be a word that you love to use or a word for someone you love, like nana or mum. Design a font to show as much meaning about the word as you can. Think about size, style, colour and meaning. Do a draft copy and then a final copy to share with the class. Point out the most important features and ask the class if they have any questions about your new font. Ask the class to suggest a name for your new font.



DESIGN YOUR OWN ANIMAL – CRAYON AND DYE ART

Think about an animal you really like. Draw the animal and add a feature, such as wings, scales, or fire-breathing. Give your animal a new name. On cartridge paper draw the outline of your animal lightly in pencil and make any changes you need until it looks right. Using one colour of crayon (white is very effective) draw over your light pencil lines adding detail as you go. To finish your masterpiece add dye to the background of your picture. If you use more than one colour dye, experiment with the way the colours mix together to make new colours. This activity can easily be adapted to any art style.

MAKE A WORD SEARCH

With a partner, choose 10 or more words from the story and write a list. You could use the dictionary or words and names you liked from the story. You might like to think about a theme for your word search. Go to <http://thewordsearch.com/maker/> and fill in the boxes to make your own word search grid. You will be able to show your friends and family the word search online and they will be able to find your words. Make sure you write down the link or URL so you can find it again.

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