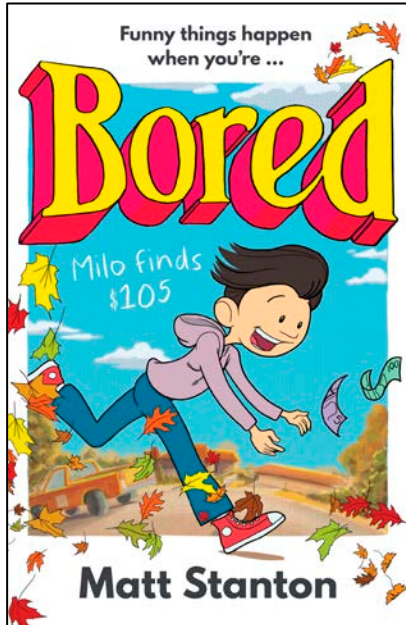


# Classroom Resources



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## **Bored (Book 1): Milo Finds \$105**

**Matt Stanton**

### **BOOK SUMMARY**

Sometimes feeling bored is just the beginning ...

Hi, I'm Milo, and right now I'm chasing \$105 as it flies down my street. The wind is blowing it towards Evie Watson's house, which is very bad news. It's also making for some pretty awkward running.

My neighbours, Rocco, Luisa and Zak, must be laughing their heads off. And who knows what's happening with the new kid next door. His name is Frog and he's invented his own type of martial art, which he's not very good at even though he made it up.

Finding this much money should have been a good thing, but it's turning into a disaster!

From million-copy bestseller Matt Stanton, author of FUNNY KID and THE ODDS, comes an hilarious new series about the complicated business of being a kid.

### **KEY LEARNING OUTCOMES**

- ACELA1496
- ACELA1553
- ACELT1605

### **THEMES**

- Family
- Belonging
- Identity
- Resilience
- Humour
- Choices

**Recommended Reading Ages: 8+**

**Resources Created For: Middle Primary**

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## Before Reading

### An author's style

1. Find some other books by Matt Stanton in the school or local library.
  - a) Are Stanton's books similar? In what ways?
  - b) Do you think he has a particular style? What are the features of his style?
  - c) How does he make his books exciting and interesting to read?
  - d) Who does Matt Stanton write for?
  - e) What do you think children like to see in books? Why would children like his books?
  - f) Are there elements in all his books that are similar? For example, the drawing style, settings, characters, plot, words, humour, or language effects such as onomatopoeia?
  - g) Why are there similarities?
2. Create your own Matt Stanton-inspired character. Describe the character in words and draw its picture. Explain why you think the character would appeal to children.

## During Reading

### Central characters: Milo Kim

Using humour, cartoon techniques, size and framing, authors can convey a lot of information on one page and make texts engaging and humorous.

1. Examine the first picture you see of Milo in the book.
  - a) How is he drawn?
  - b) Are some features exaggerated? Why?
  - c) Is the picture a close-up?
  - d) What is Milo's facial expression? How does it influence you as a reader?
2. Now look at one of the first pictures of where Milo lives – the setting of the story.
  - a) How is this picture of his home framed and composed?
  - b) What important detail is in the picture?
  - c) How does this add a sense of mystery to the story?
  - d) How does the choice of font, the use of rhetorical questions, and uneven lines, add to your understanding of Milo?
3. How does Milo change and develop over the story?
  - a. Who helps Milo change over the course of the story?
  - b. How do all the children in Turtle Place change over the course of the story?

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4. Examine the following dialogue between Milo, Frog and Rocco, in chapter fifteen:

'I wouldn't take your eyes off me if I were you,' Frog says to Rocco. 'I'm very fast. One minute I'll be ninja-ing you and WHAM!, I Frog-fu you with my tickle-punch.'

Ah, no. Frog is missing some important information here.

'Don't,' I say. 'Frog, Rocco does—'

'Did you just say *tickle-punch*?' Rocco asks.

'Don't make fun of the tickle-punch if you've never been tickle-punched. You'll regret it.' Frog is being very serious, which is quite confusing. Like seeing a sad clown.

'You're gonna tickle-punch me?' Rocco asks again.

Frog waves his hands and wiggles his fingers. 'I don't want to. But sometimes, if my buttons get pushed, I can lose control, you know? I'm just warning you.'

- a) How does Stanton use dialogue, relationships and humour to show that Frog is Milo's friend?
- b) What qualities does Milo have that make him a good friend?
- c) What qualities does Frog have that Milo doesn't?
- d) What does Milo learn from Frog?
- e) How do Milo's relationships change over the story? Find a portion of dialogue which shows how Milo changes over the course of the story.

## After Reading

### Story structure

1. Writers keep readers reading by sparking interest, withholding information, zooming in and out, creating conflict and tension and release, excitement and making the process of reading pleasurable. When writers make readers tense, curious, surprised, emotional or laugh - readers keep reading
  - a) How does Stanton make the reader interested from the beginning of the story? What information does he withhold, for example? Who does the motorbike belong to? Who owns the money?
  - b) What is the immediate problem Milo tries to solve?
  - c) What additional problems does it create?
  - d) What does he learn along the way? How are the problems ultimately resolved?
  - e) What have you learned as a consequence of reading this novel?

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## Exercise

1. When you are a writer, you have to come up with lots of ideas for complications and obstacles for your character to overcome. Write 150 words about the character you created in the first exercise, who is now stuck in the bush or the wilderness with a backpack that contains the following items:
  - a) a bottle of iodine along with a dropper (a chemical that purifies water)
  - b) a water bottle filled with water
  - c) some dried meat
  - d) a box of matches
  - e) a flare
  - f) a pair of night glasses

Write about how your character plans to get out, and then fails and then write about another plan the character makes and how that fails. How does the story eventually conclude?

## About the Author

Matt Stanton is a bestselling children's author and illustrator who has sold more than one million books worldwide. His middle-grade series *Funny Kid* debuted as the #1 Australian kids' book and has legions of fans across the globe. He has published such bestselling picture books as *There Is a Monster Under My Bed Who Farts*, *This Is a Ball and Pea + Nut!*, and produces a YouTube show for kids. He lives and works in Sydney, Australia, with his wife, bestselling author Beck Stanton, and their children.

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