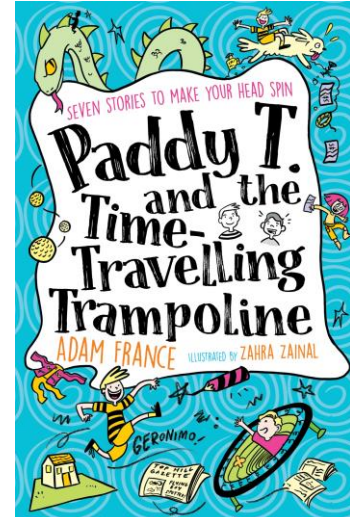


Paddy T and the Time-travelling Trampoline

By Adam France,
illustrated by Zahra Zainal



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Paperback
Recommended for 7-11-year-olds

Summary

Paddy is a normal everyday kid, but what happens to him is anything but ordinary—welcome to the surprising, always entertaining world of Paddy T.

Stories to make your heart race and head spin:

- A trampoline portal into the future
- A magic pencil that can write stories all by itself
- A trip down a hill that ends up being a holiday of a lifetime.



These seven surreal short stories are perfectly pitched to attract and hold the attention of newly independent readers, as well as slightly older kids who are not that 'into' reading books. Fast-paced, weird and sometimes a little spooky, each story ends with a twist that would make Paul Jennings proud.

Use in the curriculum

The stories in *Paddy T and the Time-travelling Trampoline* suit the upper primary curriculum for individual reading, consisting of 'complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences' with some leaps in time and place. They are also suitable for read-aloud sessions.

Comprehension questions, STEM and Visible Thinking activities can be found below.

Combined with short stories by Paul Jennings and the books of Morris Gleitzman, *Paddy T and the Time-travelling Trampoline* opens up the topics of an author's influences (see 'The author's motivation', below), genre analysis and humour.

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Themes

- family
- friends
- mystery
- surprises
- perseverance

Discussion questions

Before reading

Before reading *Paddy T and the Time-Travelling Trampoline* look at the title and cover design. Discuss what students think the story might be about and the clues in the picture that make them think that. Ask questions such as:

- Do you think this is going to be a funny or sad story? Why?
- What name do you think one of the boys might have?
- What clue is in the illustration and title that this is a very special trampoline?

Comprehension Questions

The Trampoline

- Name four 'dangerous' things about Paddy and Troy's new trampoline and where it is situated. (pages 1-2)
- What was Troy doing when he disappeared? (pages 5-6)
- How did Troy and Paddy change after jumping off the roof? (page 9)
- If it wasn't Nina, who do you think poked their head out of Nina's bedroom window the second time Troy and Paddy jumped? (page 13)
- What one thing kept disappearing each time the boys went through the time portal? (page 9, page 12)

Fishing on the 8th

- What are Paddy and Marty doing in the swampy water at the beginning of the story? (pages 17-18)
- What rose out of the swampy water in front of Paddy and Marty? (page 20)
- What does the line, 'It was time the rescued became the rescuer' mean? (page 29)
- Why do Paddy and Marty want to lure the serpent out of the pond and move it to the creek?
- What did they use to lure the serpent out of the pond? (page 32)
- Why is the name of Paddy and Marty's band funny? (page 38)

The Letterbox

- What is Paddy's job in this story? (page 42)
- If 'Every letterbox gives a little insight into its owners' (page 45), what do you think Number 71's Beast Box says?
- Why did Paddy leave his bike at Number 71? (pages 52-53)
- What does Paddy see in the window of Number 71? (page 56)
- How does Paddy's modified bike make delivering papers easier? (page 57)



The Perfect Point

- Why does Paddy think he might be made to repeat fifth grade? (page 61)
- What is the topic that Mrs Brown sets for Paddy to write about? (page 62)
- Why does Paddy's mum suggest he speak to his neighbour, Paul, about writing? (page 64)
- Where did the tip of the lead pencil go when Paddy fell over holding it? (page 68)
- What new power did the pencil's tip give Paddy? (page 73)
- Do you think it is true that the secret to Paddy's writing success is, 'to have a good night's sleep'? (page 89)

The Nudge

- Why do Paddy and Troy have to sit on their lawn on the hottest day of summer? (page 91)
- What does Paddy's dad bring home to help everyone cool down? (pages 93-94)
- Where did the giant slide end? (page 97)
- Where does Paddy finally land when he returns to Earth? (page 104)
- What was the 'skinny, balding monster' that Paddy discovers on the island? (page 104)

Mannequins

- Why doesn't Paddy want to go to the disco at first? (page 107)
- What is unusual about the mannequin's face? (page 109)
- Why does Marty want to 'borrow' the jacket for the disco?
- Why is Marty frozen in mid-sprinkler? (page 118)
- Who steals the jacket from the mannequin the second time? (page 125)
- Who do you think the new student at Paddy and Marty's school is? (page 130)

The Black-Toothed Bandit

- Why does Paddy think that his uncle's address should be 'Decomposing Drive'? (page 132)
- Why does Uncle Keith have to leave his home? (pages 134-135)
- Why does Paddy think Zoe Pimble is a genius? (page 139)
- Why does Zoe have a black tooth? (page 140)
- What does Zoe change the can into? (page 142)
- What is the one thing wrong with Zoe's latest invention? (page 144)
- What does Zoe want to do with the money in the twenty shopping trolleys she takes to the bank? (page 150)
- How does Paddy work out how Zoe saved her father from losing his house? (page 155)

STEM activities

The Trampoline

'Safe Landings' – Design and build a parachute system for Paddy and Troy to avoid hitting the trampoline with great force.

Fishing on the 8th

'Creative Cast' – Design and build a way for Paddy and Marty to fish for the golf balls from the side of Jackpot Pond.

The Letterbox

'The Future Box' – Design a futuristic letterbox to cater for the 21st Century and beyond!

The Perfect Point

'Playground Pencil' – Design and build a functioning writing implement using only materials found in the playground.

The Nudge

'Slip and Slide' – Test a range of liquids and rate them on a Slip 'o Meter!

Mannequins

'Let's Dance!' – Can you create a code to win a digital dance off?

Black Toothed Bandit

'Transporting Treasure' – Design a more efficient way for Zoe to transport her 'trash' around town.

Visible Thinking routines

(Courtesy of Project Zero at www.visiblethinkingpz.org)

The Trampoline

'Different Perspectives' – What are the positives and negatives of knowing your future?

Fishing on the 8th

'Circle of Viewpoints' – Consider the story from the perspective of Mr Ridgeman and/or the serpent.

The Letterbox

'Headlines' – Write a headline that best sums up the message of the story.

The Perfect Point

'Tug of War' – Is Paddy a cheater?

The Nudge

'See, Think, Wonder' – Paddy went on an unexpected holiday. What did you see? What does that make you think about? What does it make you wonder?

Mannequins

'Compass Points' – Your school is going to bring in a formal dress code for school discos.

- E – Excited – What excites you about this? What's the upside?
- W – Worrisome – What do you find worrisome about the idea? What is the downside?
- N – Need to know – What else do you need to know about this idea? What additional information would help you evaluate things?
- S – Stance – What is your current stance or opinion on the idea? How might you move forward in your evaluation of the idea?

Black Toothed Bandit

'Options Explosion!' – List options for Zoe to transport her 'trash' more efficiently. Be creative.

The author's motivation

'I grew up reading short stories. Paul Jennings and Morris Gleitzman books were forever on my bedside table. That didn't change as an adult.

'I started my career as a teacher in a low-socioeconomic area of Brisbane. Reading was seen as a chore rather than a way to escape and be entertained. I introduced my students to the same stories I read as a kid. They were instantly hooked. Every Paul Jennings and Morris Gleitzman book in the library was on loan. I had students upset that certain books weren't available to them. These are the same kids that months earlier would groan at the sight of a book.

'So I wrote my own story and read it to my students. They were in hysterics when I gave them the twist. By the end of the story, they were standing on their chairs or wide-eyed by my feet.

'It was that moment I knew I wanted to be a writer. They would come in on a Monday morning and the first thing they would ask was "Do you have a new story, Sir?" It was like Christmas when I said yes.

'Today's world allows children to access a library of entertainment with a click of a button. But I believe there is no better playground than your own mind. I write as if I am that child in the class at my feet, wanting to know what happens next. I write as if I'm the child laughing at something obnoxious but somewhat relatable. I write like I am writing to a younger version of myself, in love with reading.

'I am fortunate enough to be around children every day and get to hear all the little conversations that play out. It's the little quirks that I try to use as motivation to write funny, relatable stories.'

— Adam France

The creators

Adam France is a primary school teacher from Brisbane. When he isn't moulding minds, Adam sings and plays guitar in a successful Brisbane band that has supported some of Australia's finest rock acts. Adam also experiments in canvas and print art. All this, whilst juggling family life with his supportive partner and six-year old daughter.

Teaching in a low-socioeconomic area for several years, Adam found many of his students lacked motivation in their reading. This motivated him to create a series of short, funny, relatable stories that not only allowed students to feel a sense of accomplishment but encouraged them to want to read more.

Zahra Zainal is a London-born, Kuala Lumpur-raised, and Melbourne-based illustrator. Some of her favourite moments as an artist include: a group exhibition with her friends in her backyard, and having her artwork covering a Melbourne tram. When not drawing, she is playing with her cat, or her collection of 80's Polly Pockets, or dancing.

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