

TEACHER'S GUIDE

TRAPPED IN A VIDEO GAME

THE INVISIBLE
INVASION

FREE Virtual
Author Visit!

See page 12



DUSTIN BRADY

TRAPPED IN A VIDEO GAME 2 THE INVISIBLE INVASION



By Tracy Edmunds, M.A. Ed.
Reading With Pictures

Classroom Activity and Discussion Guide

The activities in this guide align with Next Generation English Language Arts Standards for grades 3–5.



Andrews McMeel
PUBLISHING



Trapped in a Video Game 2

Dustin Brady

AMP! Kids

Andrews McMeel Publishing

ISBN: 978-1-4494-9617-3

GRADE LEVEL: 3-5

CURRICULUM CONNECTIONS

Language Arts—Reading, Language,
Science, Programming

Content Standards

Language Arts

Common Core State Standards: www.corestandards.org

VOCABULARY

Note: Page numbers denote the first appearance of each word.

augmented (10)	intense (13)
barricade (104)	loyalty (92)
commotion (36)	plasma (94)
data (117)	portal (3)
deserved (118)	protocol (83)
disguise (135)	quadrant (87)
encyclopedia (34)	reference (34)
glitch (96)	teleport (46)
hologram (78)	trudging (55)
horde (108)	velociraptor (36)
horizon (137)	virtually (90)
humble (92)	



DISCUSSION QUESTIONS AND ACTIVITIES

LANGUAGE ARTS

- Keep a list of unfamiliar words as you read the book. Choose two or three words and fill out a vocabulary map for each. (A reproducible graphic organizer is provided on pg 8.
 - Some of the dialogue in this book is in ALL CAPITAL LETTERS. What does this mean? Why did the author do this?
 - From whose point of view is the story told? How do you know? Choose a scene from the story and rewrite it from Eric or Mr. Gregory's point of view.
 - When Jesse is trying to wake Eric, he talks about a garbage truck (p. 17). Is he really talking about a garbage truck, or does he mean something else? How do you know? What is a *metaphor*? Can you think of other metaphors?
 - Jesse has a few questions about what it's like to be a ghost: "What do ghosts eat? Do they go to the bathroom? What about school? Is there a special ghost school?" (pg. 5). Write a story about being a ghost. Include answers to Jesse's questions and some of your own ideas.
 - In the *Go Wild* game, Jesse tries a few different powers before he discovers his ice power (p. 29). What would you want your power to be and why? Write a narrative detailing your power and how you would use it in the game.
 - Jevvrey Delfino talks to Eric about loyalty (p. 92). What is loyalty? Who is loyal to whom in the story? What are the advantages and disadvantages of loyalty? Is loyalty important to you? Why? Write an opinion piece on your view of loyalty. Be sure to support your views with reasons.
 - The author turns the sound effect FITZ! into a verb: "We took the stairs down two flights and FITZed two more cameras" (p. 102). This is known as anthimeria—changing a word from one part of speech into another. It comes from the Greek word anti-meros, which means "one part or another." Here are some more examples of anthimeria:
 - She **texted** her friend. (noun into verb)
 - He felt better once he had a good **cry**. (verb into noun)
 - Just **Google** how to fix it. (proper noun into verb)
- Look for more examples of anthimeria in books and in your conversations with your friends and family. What is your favorite example?
- A *cliffhanger* is an ending that leaves the reader anxious to find out what will happen next.
 - Why do you think this is called a "cliffhanger"?
 - At the end of each chapter, the author uses a cliffhanger create mystery, excitement, or anticipation to make the reader want to read the next chapter. Reread the last page of each chapter and rate each cliffhanger on how much it makes you want to read the next chapter from 1 (not at all) to 10 (I have to read it right now!). Analyze the chapter cliffhangers that you found most effective. Why do you think they worked so well?
 - The end of the book is a cliffhanger as well. Before you read the next volume, write your own version of what happens next.

What is onomatopoeia?

- *Onomatopoeia* is a figure of speech in which the sound of the word imitates the sound it describes. Author Dustin Brady uses a lot of onomatopoeia in this book. For example, when Jesse uses his ice powers, the onomatopoeia is SWOOOOOOOSH!, and the plasma gun makes the sound ZIIIIING!
- Find several more examples of onomatopoeia in the book. How do these sound effects add to the story?
- Create some sound effects to describe what you did this morning. What sounds did you make eating breakfast? What sounds did you hear on your way to school? Write out some of these sounds using onomatopoeia.
- Re-read the first part of page 32. Notice the onomatopoeic phrase THUD-THUD-THUD-ROOOOOOAAAAA-THUNK. What does this tell you about the action in the story? Can you find other examples where the sounds tell you what is happening?



ART

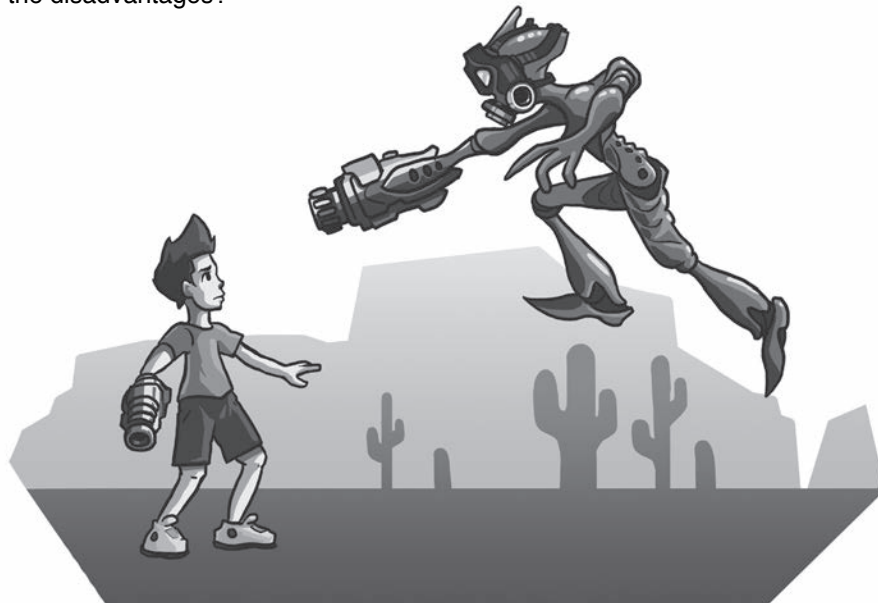
- Throughout the story Jesse describes the *Go Wild* characters such as “a skinny snake with a gigantic head” and “a purple gecko thing with a long neck.” Make up your own *Go Wild* monster and write a detailed description of it. Give it a fun name that includes what it looks like and what its power is, like *Freezard* (freeze + lizard) or *Slaptopus* (slap + octopus). Trade descriptions with a friend and draw each other’s monsters to match the descriptions.

MATHEMATICS

- In the *Go Wild* game the boys buy an “Ultimate Leash” for \$49.99. How long is the leash? Calculate how much each foot of leash costs at this price.
- The boys throw two bills into the security guardhouse. The total is \$120. What were the denominations (values) of the two bills?
- How many ways can you combine three or more bills to make \$120?
- In the game, a leash costs \$49.99, but Jesse says, “You’re telling me that a fake, invisible leash inside a video game costs 50 real dollars?” (p. 59). Jesse is rounding up—changing the price to the next whole dollar (without cents). A “Boost Upgrade” costs \$9.99 (p. 111) and the *Go Wild* goggles cost \$99.99 (p. 115). What would those prices round up to? Why do you think people who sell things set the price one cent below a round number? Look through some newspaper or online advertisements for items that have been priced this way. Round each to its nearest whole or half dollar amount.
- Make up your own menu of upgrades for *Go Wild* and include costs. Trade with a classmate. Set a budget and choose which upgrades you would purchase.

SCIENCE & TECHNOLOGY

- Bionosoft’s ray guns work using “plasma gas” (p. 94). Plasma is a fourth state of matter. What are the other three states of matter?
 - Do some research on plasma. What is it? How is it different from other states of matter? What are its properties?
 - Where does plasma occur naturally?
 - How do we use manmade plasma?
 - Jevvrey Delfino says that they will use the plasma in televisions to send living things into digital worlds. Do all television screens use plasma? What does this mean for Delfino’s plans?
- What would happen to the world if Bionosoft’s transportation technology became real? What are the advantages to instant travel? What are the disadvantages?



COMPUTER PROGRAMMING

- The “More to Explore” section in the back of *Trapped in a Video Game: The Invisible Invasion* will get students started with some simple algorithms. An algorithm is a set of precise instructions that tells how to solve a problem or complete a task. Everyday examples include following a recipe or completing a double-digit subtraction problem—exact steps must be followed to ensure the desired outcome. In computing, programmers write algorithms to instruct a computer how to perform a task.
- In the “More to Explore” activity, students follow an algorithm to draw a character, and then they translate drawing instructions into an algorithm for a friend to follow. Once students have completed the drawing algorithm challenge from the book, dive deeper into algorithms with these activities.
- The “**Algorithm March**” video from the Japanese children’s show *Pythagoras Switch* features an algorithm using movement. It’s a super fun way for students to learn about algorithms kinesthetically. Be sure to keep watching until the end!
<https://www.dailymotion.com/video/xwme5>
 - Show the video to students. Explain that each movement in the march is a step in an algorithm—each person must perform the steps the same way and in the same order. Ask what might happen if anyone performed the movements out of order.
 - Have students watch the video a few more times and copy the movements in the Algorithm March. Then challenge them to perform the march in small groups.
 - Once students have watched, practiced, and performed the Algorithm March, have them write out the algorithm. Here is a sample for your reference:
 - Challenge students to create and perform their own algorithm marches.

1. Take one step forward, bend your knees while reaching out with your arms straight, and then return.
2. Take one step forward, lean back with your arms bent back, and then return.
3. Take one step forward, turn around, and bow once at the waist.
4. Face left, place your right hand to your brow, and look around.

- Computer Science Fundamentals courses from Code.org will allow you to teach the fundamentals of computer science, whether you have computers in your classroom or not.
<https://code.org/educate/curriculum/elementary-school>
Here are two Code.org lessons that **teach algorithms without using computers**:

- Course D, Lesson One: Graph Paper Programming
 - * Introduction video:
<https://www.youtube.com/watch?v=vBUtejDNvrs>

- * Graph Paper Programming Lesson
<https://curriculumcode.org/csf-18/coursed/1/#graph-paper-programming1>

- Course E, Lesson One: My Robotic Friends
 - * Introduction video:
<https://www.youtube.com/watch?v=xaW3PAzHxCU&feature=youtu.be>

- * My Robotic Friends Lesson (students act as robots in a cup stacking activity)
<https://curriculumcode.org/csf-18/coursee/1/>

- If you have access to computers, try a student coding program such as Scratch (<https://scratch.mit.edu>), Tynker (<https://www.tynker.com>) or Kodable (<https://www.kodable.com>). Each is simple enough for students to explore on their own, but they also include plenty of teacher resources.



5. Face left, take one step forward and bend your knees, do a breast stroke, and return.
6. Bend down and pretend to pick up a chestnut on the ground.
7. Take one step forward, move your arms up and down like you are using a bicycle pump.
8. Take one step forward, flap your arms at your sides as if you are being inflated by the pump.

ENGLISH LANGUAGE ARTS/LITERACY

GRADE 3:

Reading

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [CCSS.ELA-LITERACY.RL.3.1]

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [CCSS.ELA-LITERACY.RL.3.4]

Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons. [CCSS.ELA-LITERACY.W.3.1]

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [CCSS.ELA-LITERACY.W.3.3]

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. [CCSS.ELA-LITERACY.W.3.4]

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. [CCSS.ELA-LITERACY.SL.3.1]

Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. [CCSS.ELA-LITERACY.L.3.3]

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. [CCSS.ELA-LITERACY.L.3.4]

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. [CCSS.ELA-LITERACY.L.3.4]

Demonstrate understanding of figurative language, word relationships and nuances in word meanings. [CCSS.ELA-LITERACY.L.3.5]

GRADE 4:

Reading

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [CCSS.ELA-LITERACY.RL.4.1]

Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [CCSS.ELA-LITERACY.W.4.1]

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [CCSS.ELA-LITERACY.W.4.3]

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. [CCSS.ELA-LITERACY.W.4.4]

Speaking and Listening

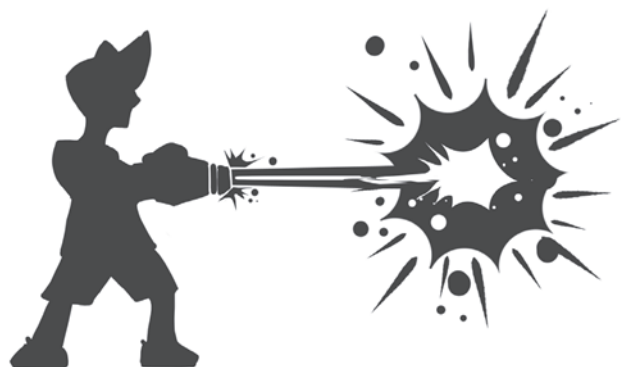
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. [CCSS.ELA-LITERACY.SL.4.1]

Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. [CCSS.ELA-LITERACY.L.4.3]

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. [CCSS.ELA-LITERACY.L.4.4]

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [CCSS.ELA-LITERACY.L.4.5]



GRADE 5:

Reading

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RL.5.1]

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [CCSS.ELA-LITERACY.RL.5.4]

Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [CCSS.ELA-LITERACY.W.5.1]

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [CCSS.ELA-LITERACY.W.5.3]

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. [CCSS.ELA-LITERACY.W.5.4]

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. [CCSS.ELA-LITERACY.SL.5.1]

Language

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. [CCSS.ELA-LITERACY.L.5.4]

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. [CCSS.ELA-LITERACY.L.5.4]

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [CCSS.ELA-LITERACY.L.5.5]

Next Generations Science Standards <http://www.nextgenscience.org>

5-PS1-3

Make observations and measurements to identify materials based on their properties.



WORD

MY DEFINITION



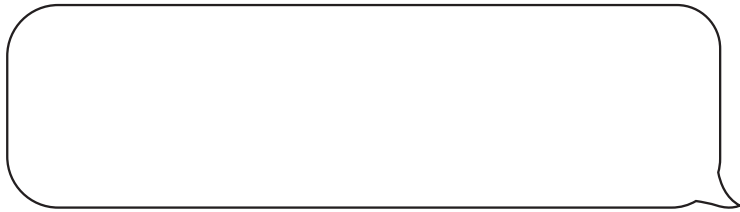
DICTIONARY DEFINITION




ASSOCIATION



WORD CLUE



PICTURE



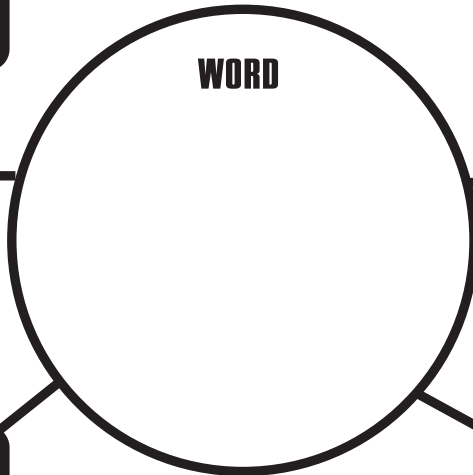
MY DEFINITION



**DICTIONARY
DEFINITION**



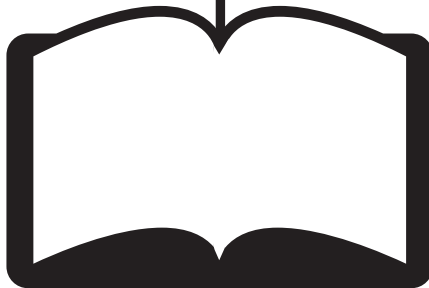
WORD



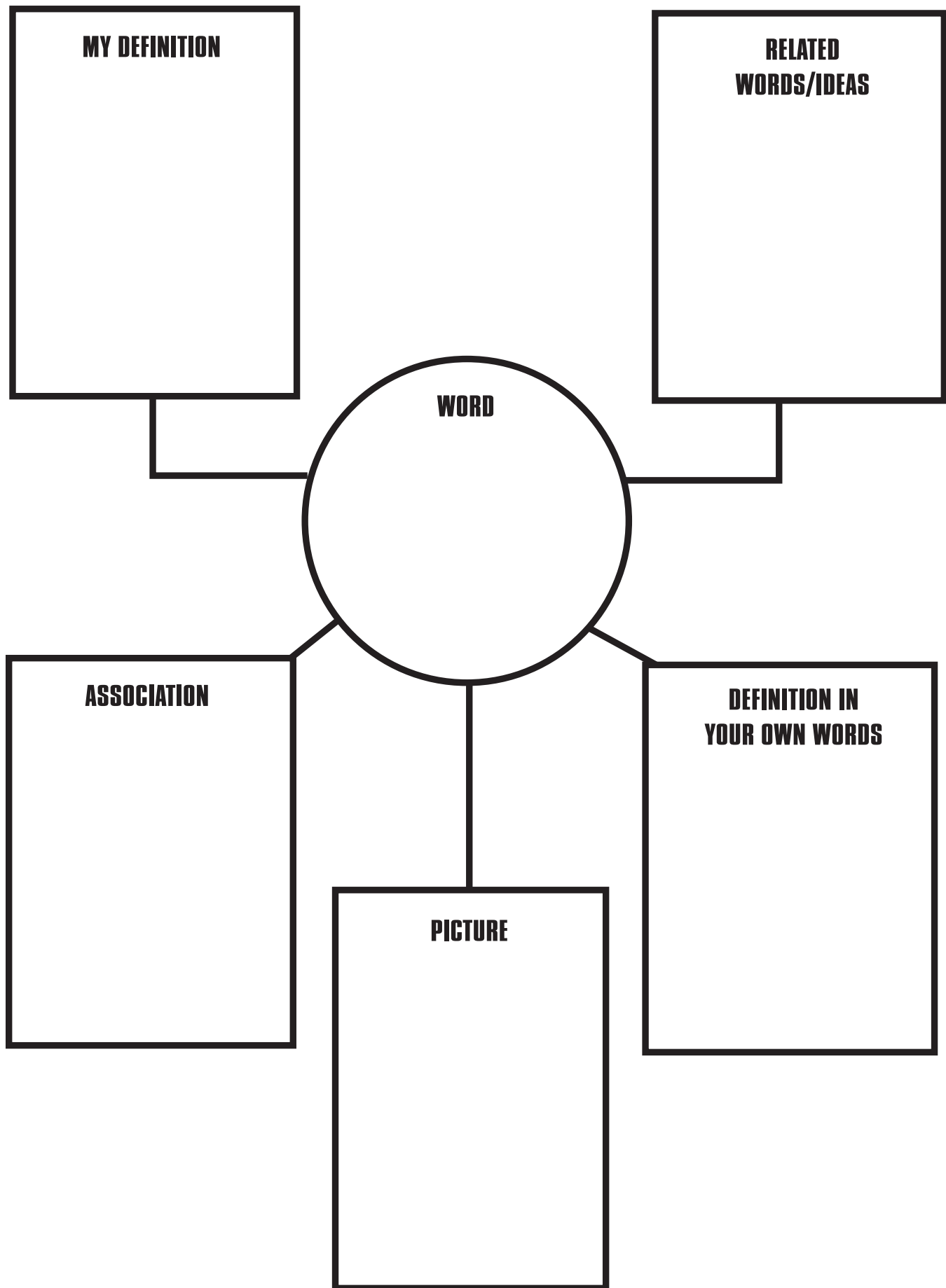
ASSOCIATION



WORD GLUE



PICTURE



FREE AUTHOR VISIT

THANKS FOR BRINGING MY BOOK INTO YOUR CLASSROOM!

I hope your students have had just as much fun reading it as I did writing it. One of the best things I get to do as an author is connect with classes that have read my book. If you've added *Trapped in a Video Game* to your classroom library or you've read it together as a class, I'd love to meet your students! Here's how:

1. Have your students complete the worksheet on the next page.
2. Upload your students' questions to dustinbradybooks.com/index.php/interview.
3. I'll record my answers and send back a private video just for your class.

The "visit" will be 100 percent free and won't require any technology beyond the ability to show a YouTube video. Can't wait to see what your students come up with!

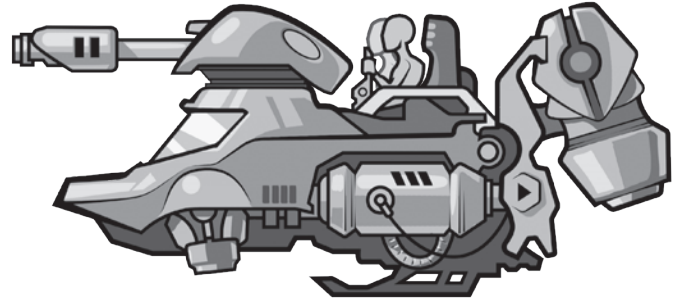
— *Dustin Brady*



INTERVIEW AN AUTHOR

Name: _____

Grade: _____



HERE'S YOUR CHANCE TO INTERVIEW DUSTIN BRADY, AUTHOR OF TRAPPED IN A VIDEO GAME!

To be a great interviewer, let your curiosity lead you, avoid yes or no questions, and get creative. It's OK to cover the basics, but the best interviewers always try to think of at least one question that no one else has asked.

QUESTIONS ABOUT WRITING

Example: Where do you find inspiration for your stories?

1. _____

2. _____

QUESTIONS ABOUT TRAPPED IN A VIDEO GAME

Example: How did you decide what the Full Blast game would be like after Jesse gets trapped inside?

3. _____

4. _____

QUESTIONS ABOUT THE AUTHOR

Example: Do you have any pets? Would you rather be trapped in a video game or never play video games again?

5. _____

6. _____
