

# TEACHER'S GUIDE

## TRAPPED IN A VIDEO GAME THE FINAL BOSS

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See Page 13



## TRAPPED IN A VIDEO GAME 5 THE FINAL BOSS



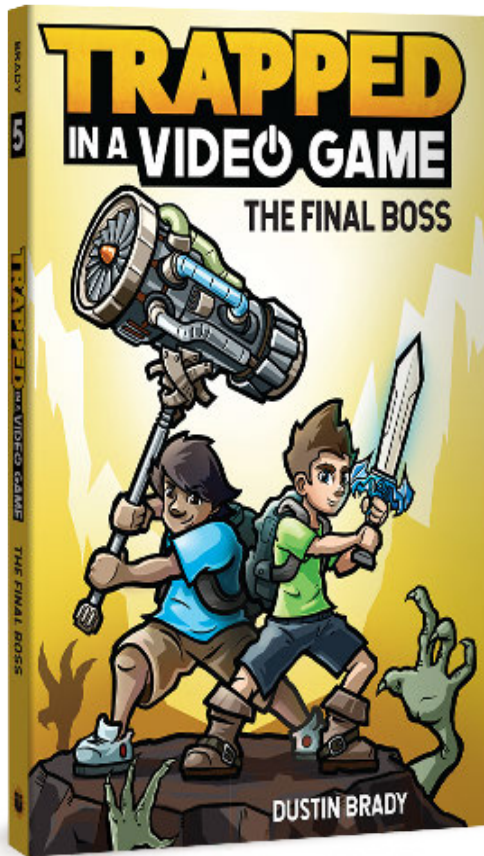
By Tracy Edmunds, M.A., Ed.  
Reading With Pictures

### 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 5

Dustin Brady

AMP | Kids

Andrews McMeel Publishing

ISBN: 978-1-4494-9573-2

**GRADE LEVEL: 3–5**

### CURRICULUM CONNECTIONS

Language Arts—Reading, Language,  
Science, Programming

### Content Standards

Language Arts

Common Core State Standards: [www.corestandards.org](http://www.corestandards.org)

## VOCABULARY

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

synced (4)	llama (25)	coincidence (78)	programmed (141)
reassure (5)	audience (25)	congratulate (94)	dumbfounded (143)
prehistoric (10)	hologram (29)	satisfaction (103)	emerged (143)
pterodactyl (12)	elaborate (33)	accumulated (113)	jagged (153)
imprison (15)	reflective (34)	misshapen (114)	digitized (153)
vaporize (16)	magnetic (40)	disintegrated (122)	blizzard (158)
plasma (17)	replenish (40)	monstrosity (128)	tactics (161)
javelin (19)	materialize (45)	surroundings (128)	condescending (164)
velociraptor (22)	mythical (46)	foyer (131)	confirmation (165)
ultimate (24)	centaur (48)	bogeymen (134)	realization (165)
pod (24)	revoked (64)	piranha (134)	stabilized (173)
amusement (24)	duct (75)	lair (135)	opportunity (178)
graciously (24)	convenient (75)	skyscraper (138)	underestimated (180)
artificial intelligence (24)	unease (75)	manufacturer (139)	jackal (185)

# DISCUSSION QUESTIONS AND ACTIVITIES

## BEFORE READING

- Review what happened in the first four volumes of *Trapped in a Video Game*. Who are the major characters? Where did the story leave off at the end of *Return to Doom Island*?
- Take a picture walk through the book and ask students to predict what they think will happen in the story.

## DURING READING

- *Foreshadowing* is a literary device in which an author gives hints and clues about what is going to happen later in the story. Good *foreshadowing* helps a reader predict what will happen in the story. For example, in the opening chapter of *The Final Boss*, Jesse asks Mr. Gregory how they can stop the countdown to the Reuben Rapture. Mr. Gregory replies, "From the inside" (p.3). What does this make you think is going to happen? It hints that Jesse and Eric are going to enter the Reubenverse to take on Max inside the game world.
- As you read, make notes about any *foreshadowing* you find in a table similar to the one found below. You may not realize that *foreshadowing* is in the story until you get to the *foreshadowed* events, so you may have to fill in the event first and then go back to the hints and clues.



## AFTER READING

### LANGUAGE ARTS: WRITING

- The story opens with "10 Minutes to Save the World," where Jesse challenges the reader to think of something fun they can do in ten minutes. What can you do in ten minutes? Write a narrative (story) telling what you would do with just ten minutes of free time after school. Be sure to make the sequence of events clear by using transitional words phrases. Include concrete words, phrases, and descriptive details to help the reader feel like they are part of the action.
- In the Reubenverse, Jesse and Eric play in many different game worlds: "Dino Disaster," "Palace of the Dark King," "Planet Chocolate," "Planet Ninjas and Sneaky Snakes," and "Land of a Thousand Llamas," to name a few. What world would you build into a game? In a video game, you are only limited by your imagination! Quick, write down the first five ideas that come into your head. Now choose your favorite and fill out the *New Game World* graphic organizer found at the back of this packet.
- In the "Ultimate Warrior Challenge," Max Reuben's challenges test players' ability to demonstrate three **virtues** (positive qualities or traits): strength, courage, and endurance. These are the virtues that Max thinks are most important. Do you think Max's challenges are fair tests of these virtues? Some other virtues are loyalty, kindness, patience, and wisdom. What virtues would you say Jesse and Eric demonstrate in the story? What virtues do you think are important to have? Choose one virtue and write an opinion piece stating why you think this virtue is important. Be sure to support your opinion with reasons and information.

Foreshadowing Hints and Clues	Event or Action

## HISTORY

- A Rube Goldberg machine is a machine designed to perform a simple task in an indirect and overcomplicated way. Research the history of Rube Goldberg and his crazy contraptions. What does the term “Rube Goldberg” mean today? The official Rube Goldberg website is a good place to start: <https://www.rubegoldberg.com/the-man-behind-the-machine/>.

## MATHEMATICS

- This book is full of numbers and measurements. Try working out the answers to the questions on the *Final Boss Math* page. Then, use elements of the book to make up some math problems of your own. Challenge your friends to solve your problems!

## SCIENCE & TECHNOLOGY

### BIOLOGY

- When Jesse is angry about Eric being hurt, he says, “My body was overflowing with so much rage and adrenaline that I felt like I could punch through a wall” (p. 156). Research the physiology (the scientific study of how bodies function) of emotions like fear and anger such as the “fight or flight” response. How does the body react to a scary situation? Why does it react this way?

### TECHNOLOGY

- Throughout the story, author Dustin Brady introduces video game terminology that you might not be familiar with. Try the *Video Game Vocabulary Crossword* puzzle to improve your video game vocabulary! For an added challenge, tackle the puzzle in groups and compete to see which group can finish first!

### TECHNOLOGY AND ENGINEERING

- The “More to Explore” section in the back of *Trapped in a Video Game: The Final Boss* will help students begin to understand debugging code. In this fun, hands-on engineering activity, students build a Rube Goldberg machine and then use a four-step process to “debug” their machine. A Rube Goldberg machine is a machine designed to perform a simple task in an indirect and overcomplicated way. You can see examples by searching “Rube Goldberg Machine” online. Some notable examples are music videos by the band OK Go, the breakfast machine in the film *Pee-wee’s Big Adventure*, and the animated *Wallace and Gromit* films and shorts.
- Once students get the idea of what a Rube Goldberg machine is, have them tackle the “Ice Machine 9000” challenge in the “More to Explore” section of the book. In a classroom, students can work in small groups. Provide a broad choice of materials, and encourage students to bring items from home. You’ll also need plenty of ice! Encourage students to use materials creatively and in unexpected ways. Remind them of how Jesse used a flag to protect his feet from the hot floor and fool the Hindenburg. And let them know they can combine materials, like when Jesse combined the jet engine and the sledgehammer.
- Before students begin building, you’ll want to have a discussion about failure and perseverance. It is common for students to become frustrated when their machines fail, but failure is an important part of the debugging and improvement process. It’s important for them to analyze each failure to find out what happened and correct it, even if they have to correct it many times. Perseverance is a **virtue**! Emphasize to students that failure in engineering is an important part of the engineering process — they will often learn more from failure than from success.



- Once students have successfully built and demonstrated the “Ice Machine 9000” and have some experience with the process of debugging a machine to make it work, here are some ways you can offer more contraption-building challenges.
  - **Define the task.** Tell students what they must accomplish with their next machine. Here are some ideas: crush a can, ring a bell, hammer a nail, raise a flag, put coins in a bank, water a plant, wake someone up, open an umbrella. You could also ask students to submit ideas and decide with a class vote.
  - **Limit the materials.** Limitations can help students think creatively. Try giving them limited options for materials they can use to build their machines, and add more choices as they gain experience. You can reuse discarded objects (students may alter or destroy these) and/or allow students to use items that cannot be altered and must be returned.
    - Alterable: tape, glue, foil, plastic wrap or wax paper, plastic containers, paper, cardboard, water bottle, toilet paper or paper towel tubes, boxes, cans, straws, paper or plastic cups and plates, string or rope, paper clips or binder clips, rubber bands, pipe cleaners, craft sticks, clothespins, index cards
    - Non-alterable: scissors, dominos, game pieces, wood or plastic blocks, funnels, marbles, golf balls, tennis balls, Ping-Pong balls, toy cars, buckets, PVC pipe and fittings, gutters, pulleys, books, playing cards
  - **Require a plan.** Have students look carefully at the diagram on page 193 of *The Final Boss*. Tell students that before they can get their building materials they must present a similar labeled diagram of their machine and a list of materials they will need. Their drawings do not have to be realistic or detailed — simple shapes will do as long as they show how the machine will work. Let students know that their plan is just a starting point and that they will almost certainly have to modify it as they debug their machines.
  - **Limit the space.** Give students a specific footprint that they must build their contraption within.
  - **Limit the number of steps.** Start with the four-step machine in the “More to Explore” section of *Trapped in a Video Game: The Final Boss*, and as students gain experience and confidence, build up to an unlimited number of steps.
  - **Require the use of specific simple machines.** Start by requiring just one of the following and build up to requiring at least one of each: lever, pulley, wedge, screw, inclined plane, wheel, and axle.
  - Crazy Contraption Follow-Up Activities:
    - Have the class take a gallery walk to look at everyone’s machines. Have each group demonstrate their machine and explain their debugging process. Allow viewing students to ask questions. Gallery walks are great in the middle of the building process as well, allowing students to help one another and get new ideas.
    - Have students identify and explain where they see potential and kinetic energy and energy transfer throughout their machines.
  - Ask students to write about their experience building contraptions. You could have them focus on how they planned and executed their machine, the challenges they overcame, or describing how their machine works. You could even have them write poetry about their contraptions.

## 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

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

[CCSS.ELA-LITERACY.L.3.4]

#### Mathematics

Solve two-step word problems using the four operations.

[CCSS.MATH.CONTENT.3.OA.D.8]

Recognize and generate simple equivalent fractions, e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ .

[CCSS.MATH.CONTENT.3.NF.A.3.B]

### 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]

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

[CCSS.ELA-LITERACY.RL.4.4]

#### 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

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]

#### Mathematics

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.

[CCSS.MATH.CONTENT.4.OA.A.3]

Use place value understanding to round multi-digit whole numbers to any place.

[CCSS.MATH.CONTENT.4.NBT.A.3]

Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

[CCSS.MATH.CONTENT.4.MD.A.2]

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.W.5.4]

## Mathematics

Read, write, and compare decimals to thousandths.

[CCSS.MATH.CONTENT.5.NBT.A.3]

## 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]

### 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]

### 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.

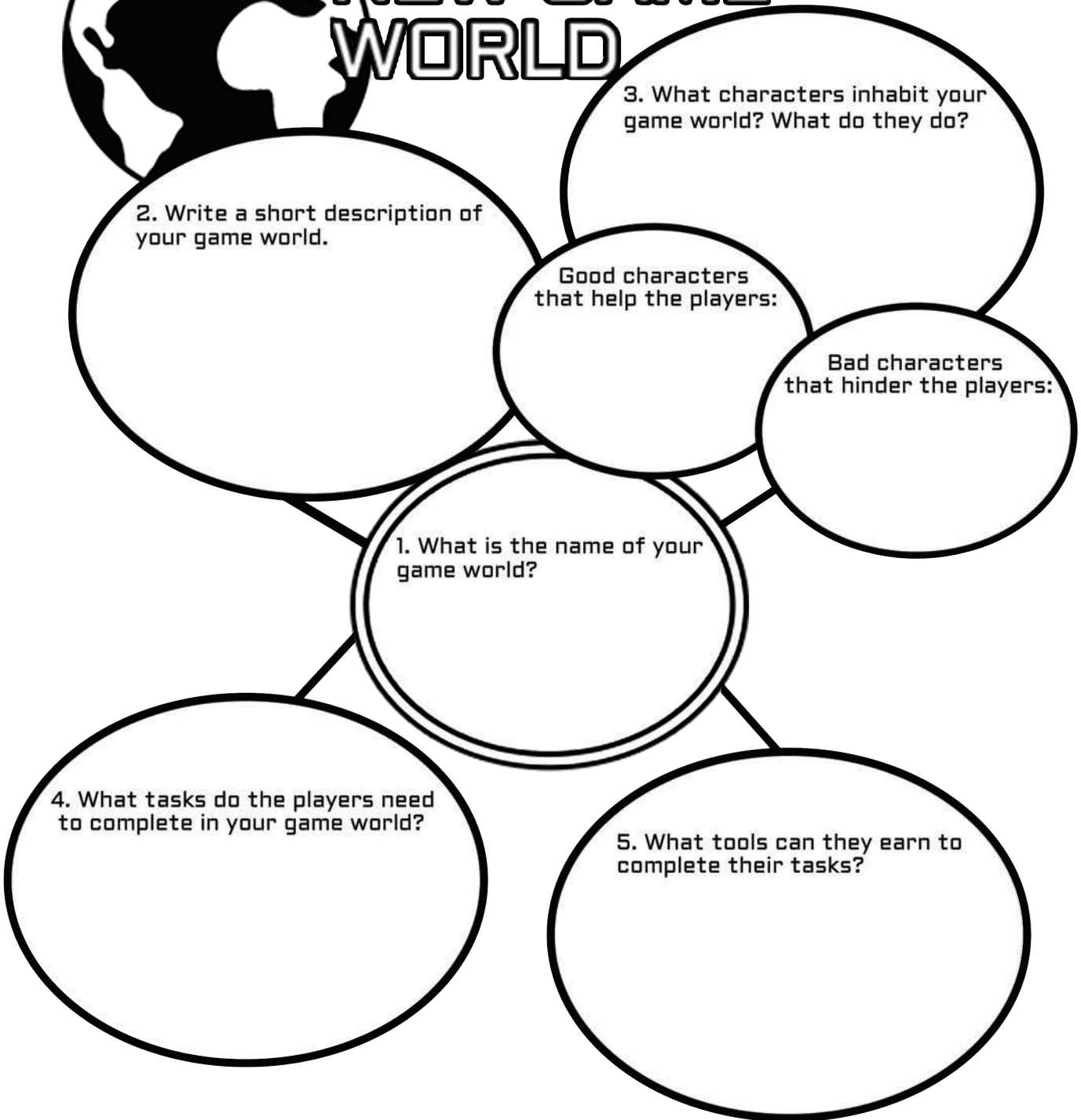
[CCSS.ELA-LITERACY.W.5.3]



NAME \_\_\_\_\_ DATE \_\_\_\_\_

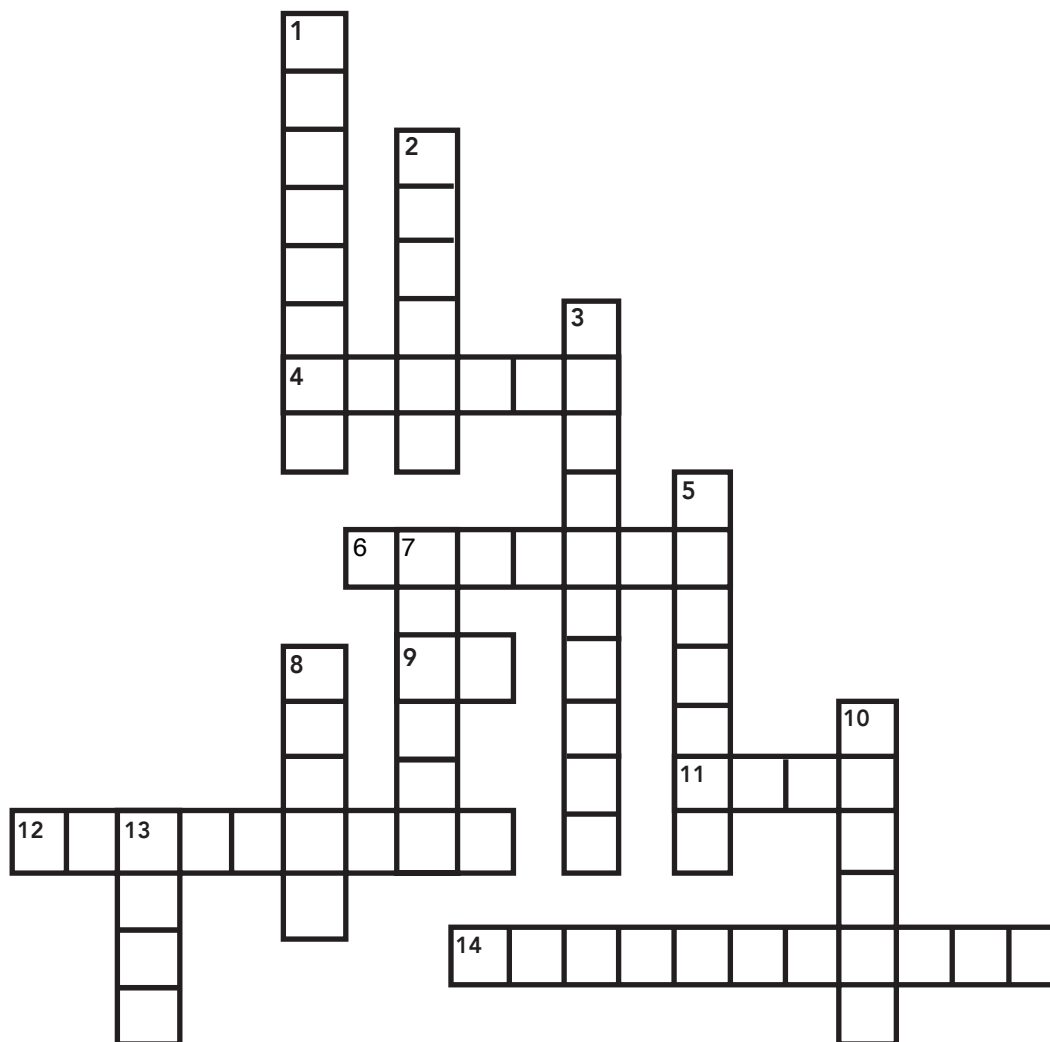


# NEW GAME WORLD





## VIDEO GAME VOCABULARY CROSSWORD



### ACROSS

4. A place with lots of video games you can play for money
6. A way to make an item more powerful
9. Experience points
11. An attack by multiple enemies at once
12. Opponent that appears at the end of a level or game
14. Process of finding out the cause of a problem

### DOWN

1. Three-dimensional image created by a light source
2. Slight, temporary malfunction
3. Permanent death after which a player cannot continue playing
5. Reappear after having been killed
7. Small dots that make up an image on a computer display
8. Combining attacks to create a more powerful attack
10. How much damage a character can take before "dying"
13. A new player

Name \_\_\_\_\_ Date \_\_\_\_\_

## FINAL BOSS MATH

Directions: Write an equation for each part of every problem and then find the answers.

### Example:

Page 1: Jesse says that, "10 minutes is not a lot of time."

a. How many seconds are in 10 minutes?

$$10 \text{ minutes} \times 60 \text{ seconds per minute} = 600 \text{ seconds in 10 minutes}$$

b. How many 30-second ads could you watch in 10 minutes?

$$600 \text{ seconds} \div 30 \text{ seconds per ad} = 20 \text{ ads}$$

1. Page 4: Mr. Gregory tells the boys, "Time moves slower in video games, remember? Nine minutes out here is nine days in there." Calculate how long each real-world minute is inside the video game world.

a. How many minutes are in one day?

b. How many minutes are in 9 days?

c. 9 minutes in the real world = \_\_\_\_\_ minutes in the video game world

d. How many video-game minutes pass during each real-world minute?

2. Page 41: There is no nighttime in the Reuberverse and no one needs to sleep. Jesse says, "Eric and I planet-hopped for three days straight without getting even a little tired."

a. How many hours did they stay awake?

b. How many minutes?

c. How many seconds?



3. Page 37: Read the following conversation between Jesse and Eric after battling the Dark King:

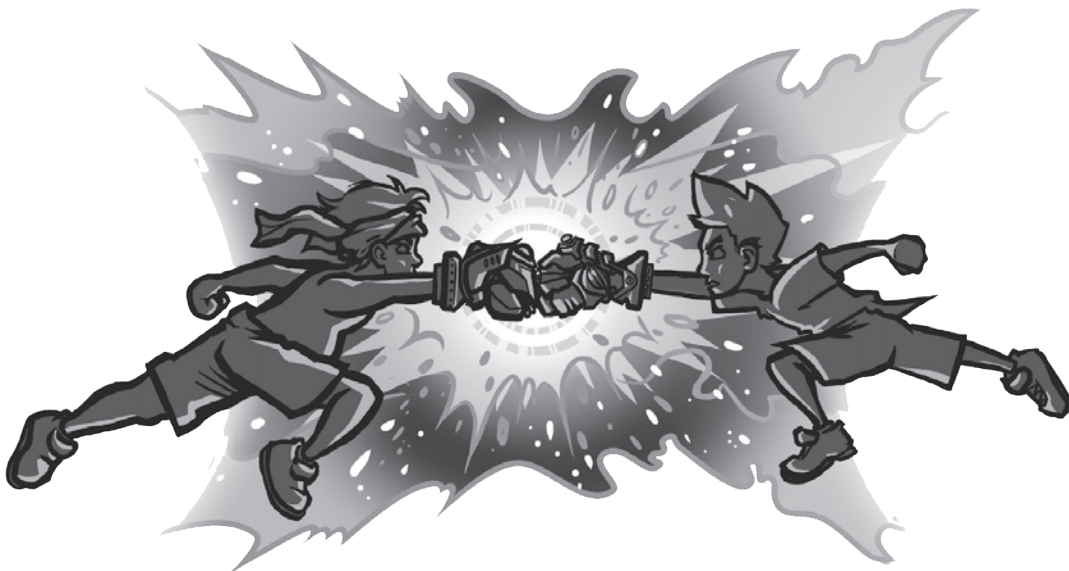
*I checked my XP—319. That was half of what it'd been before I died. "What are you at?"*

*[Eric:] "It says I'm at 80, but that can't be right."*

*I got a sick feeling in my stomach and did some math.*

*"I think you lose half every time you die. You died three times."*

- a. How many points did Jesse have before they battled the Dark King?
  - b. How many did Eric have?
4. On page 55, the boys face "a 100-foot-tall green giant in full armor."
- a. If Jesse and Eric are approximately five feet tall, what fraction of the giant's height are they?
  - b. How many Jesses or Erics would you need to stack up to equal the height of the giant?
5. The boys need 5,000 XP to enter the Strength challenge. They have a combined 399 XP when they get to Planet Dumb Noobs with Wooden Swords (p.38). Each noob is worth .0001 XP. If they stayed on this planet, how many noobs would they need to defeat to get the XP they need?
6. On Planet Ninjas and Sneaky Snakes "during our 35-second stay, we got attacked 297 times." How many times per second were they attacked? (Round to the nearest whole number.)



## Crossword ANSWER KEY

### DOWN

1. hologram (p. 29)
2. glitch (p. 21)
3. permadeath (p. 45)
5. respawn (p. 34)
7. pixels (p. 66)
8. combo (p. 101)
10. health (p. 18)
13. noob (p. 22)

### ACROSS

4. arcade (p. 139)
6. upgrade (p. 17)
9. XP (p. 17)
11. wave (p. 46)
12. finalboss
14. diagnostics (p. 63)

## Final Boss Math ANSWER KEY

- a.  $24 \text{ hours} \times 60 \text{ minutes per hour} = 1,440 \text{ minutes in a day}$
  - b.  $1,440 \text{ minutes} \times 9 \text{ days} = 12,960 \text{ minutes in 9 days}$
  - c.  $9 \text{ minutes in the real world} = 12,960 \text{ minutes in the video game world.}$
  - d.  $12,960 \div 9 = 1,440$ , so each real-world minute = 1,440 video-game minutes.
- a.  $3 \text{ days} \times 24 \text{ hours per day} = \text{They stayed awake for 72 hours.}$
  - b.  $72 \text{ hours} \times 60 \text{ minutes per hour} = \text{They stayed awake for 4,320 minutes.}$
  - c.  $4,320 \text{ minutes} \times 60 \text{ seconds per minute} = \text{They stayed awake for 259,200 seconds.}$
- a.  $319 \times 2 = \text{Jesse started with 638 points.}$
  - b. Working backward,  $80 \times 2 \times 2 \times 2 = \text{Eric started with 640 points.}$
- a. The boys are  $\frac{5}{100}$  or  $\frac{1}{20}$ th of the giant's height.
  - b. You would need to stack 20 of the boys to reach the giant's height.
- $5,000 \text{ XP needed} - 399 \text{ XP already acquired} = 4,601 \text{ XP still to get.}$   
 $4,601 \text{ XP} \div .0001 \text{ per noob} = \text{They will need to defeat 46,010,000 noobs.}$
- $297 \text{ attacks} \div 35 \text{ seconds} = 8.485\dots \text{ attacks per second, rounded to 8 attacks per second.}$



## 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](http://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!

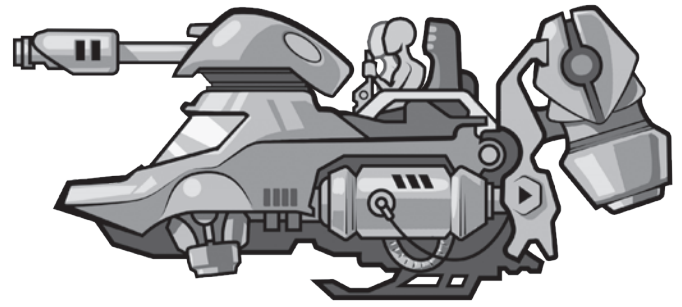
—Dustin Brady



# 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. \_\_\_\_\_  
\_\_\_\_\_