

The AMAZONIA SISTERHOOD Recycling Depot

Reading age: 11–12

Overview

A strange package arrives and creates havoc in Buzzwick Street. Luke, Shasta, and the Bubbalino brothers discover the secrets of the tent and of the families involved. There are strange and wacky happenings with good overcoming evil in the most unexpected ways.

Words to watch for

accommodate	alpacas	charred	clutched	concentrated
crumpled	depicting	gingerly	guffaw	gushing
mesmerized	miniature	ornamental	pounded	punished
revealed	salamander	sequins	shrieking	slouched
smother	staggering	sulphur	unique	

Learning outcomes

During this unit the students will:

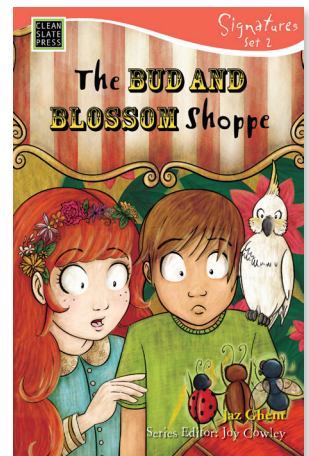
- discover the writer's purpose
- investigate the layers of meaning in fantasy texts linked to imaging
- explore metaphor, analogy, and connotative language

Introducing the book

- Discuss with the students what they know about fantasy texts. Alert the students to the need to read the text as if it is a dream.
- Ask the students to look at the front cover and ask, *What clues has the illustrator given about the story?*
- Ask, *What do you learn about the characters from their pictures?*
- Ask, *What predictions can you make about the story?*

Before reading

- Ask the students to discuss what they know about opportunity shops and recycling depots.
- Ask the students what they know about stories that feature magic and fantasy, and experiences they may have had of mirrors which change people's shape.
- Have the students read the back cover blurb. Ask, *How do these pages help you as a reader? What predictions might you make because of these notes?*
- Have the students read the contents page. Discuss interesting chapter headings, and what they might mean.
- Ask, *How do you think the package and the magical key might be connected?*



Reading the text: Comprehension

Pages 5–7

- Have the students read the chapter to find out about the members of the Amazonia Sisterhood and how Shasta and Luke are linked to it.
- Find the clues that suggest what the package contains. Ask, *What do you think is in the package?*

Pages 8–10

- Have the students read these pages to find out whether their prediction was correct. Ask, *What details does the author give about what it looks and sounds like?*
- Re-read page 10 and ask, *How do you know that the opportunity shop is not real?*

Pages 11–13

- When the students read these pages ask, *What clues did you find about the personalities of the Bubbolino boys?*
- Say, *Predict what the key could be used for.*

Pages 14–15

- Have the students read these pages. Say, *Find the words that describe what the key looks like and how it moves.*

Pages 16–18

- Say, *Read pages 16–17 and predict where Lucifer may have come from.*
- Ask the students to read to the end of the chapter and ask, *Why do the women make a Sisterhood Circle again?*

Pages 19–21

- Have the students read this chapter. Ask, *Why do you think the key wanted to find Luke?*
- Ask, *What words does the author use to show that Luke feels something ominous may happen?*
- Ask, *What might Shasta be dreaming of?*

Pages 22–23

- When the students have read these pages, ask them to describe the pandemonium.

Pages 24–26

- Ask the students to read this chapter and predict how Shasta's dream and the key are linked.

Pages 27–30

- Have the students read this chapter. Ask them to re-read page 28 and say, *Describe the weird picture inside the tent.* Note the introduction of the mirrors.
- Ask the students to re-read pages 28–29 and discuss how Lucifer and the boy might be linked.

Pages 31–33

- When the students have read this chapter ask, *How do you know the bearded lady was unhappy?*
- Ask, *What then made her laugh?*

Pages 34–35

- Have the students read these pages and help them to understand the relationship between Carmel, Consuela (the bearded lady), and the boy.
- Ask, *How does Councillor Cadwallader react to what he is seeing?*

Pages 36–38

- When the students have read this chapter say, *Describe the tragedy that affected Carmel and Consuela?*
- Ask, *What did they do as a result?*

Pages 39–41

- Ask the students to read this chapter to find the evidence for Councillor Cadwallader burning down the tent.
- Ask, *What do you think the author means by, "It has its own inner resources. It will renew itself in time."?*

Pages 42–43

- When the students have read these pages ask, *How does the tent bring the community of Buzzwick Street together?*

After reading

- Discuss the *Words to watch for*, their meanings and suitability for the story.
- Discuss some of the weird happenings in the story, e.g. p10, p27–28, p32.
- Discuss the use of similes on pages 5, 11, 13, 15, 17, 21, 22, 25, 27, 29, 32. Ask, *How effective are they in creating the author's intended image?*
- Ask, *How did the Bubbalino boys' attitude towards Shasta and Luke change during the story?*
- Ask, *Was your prediction about the connection between the package and the magic key accurate?*
- Ask, *What do you think the author's purpose was in writing this story?*

Independent activities

- Complete the BLM at the end of these notes.
- Investigate fantasy novels in your school or town library. You might like to google "children's fantasy stories".
- Refer back to your discussion of weird happenings in the story, and draw what you imagine.
- Re-read pages 28–30 and 38–39. Draw pictures of Lucifer and Lucian.
- Choose five similes and innovate on them, e.g. her thoughts drifted like seaweed in the sea.
- With some other students dramatize the events on pages 28–29.

Series features

This story is part of a series of books that are all set on Buzzwick Street. This is the first of the series. Students may like to read *The Bud and Blossom Shoppe* next, followed by *Lila's Latte Palace*. Ask them to identify:

- the main characters
- the similarities between the main characters
- differences between the stories

They could also decide which book in the series they liked the best, and why.

AMAZONIA SISTERHOOD RECYCLING DEPOT EPISODE ANALYSIS

Chapter	Characters	Setting	Problem	Action	Solution
1					
2					
3					
4					
5					
6					
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11					
12					
13					
14					