

COMPUTER CODE JUST GOT DANGEROUS

AGENT ASHA

MISSION SHARK BYTES



ILLUSTRATED BY
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SOPHIE DEEN

SCHEME OF WORK

PERFECT FOR:

Students aged 8+; a thrilling, humorous adventure full of computers, gadgets, sharks and danger; role-play and drama; programming simple algorithms; writing and cracking codes; solving number-based problems logically; lots of links to ICT, computing and coding; joining a brave girl on her mission to save the Internet!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension;

Creative Writing;

Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

Maths

Computing

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WALKER
BOOKS



WEEK 1 (PAGES 5–71): THE CHILDREN'S SPY AGENCY

SUGGESTED OBJECTIVES

Reading: Comprehension

- Predict what might happen.
- Draw inferences, such as inferring characters' feelings.
- Identify how language and structure contribute to meaning.

Maths

- Use a Venn Diagram to compare and contrast characters.

Writing to Inform

- Create a persuasive leaflet, using adjectives and alliteration to entice the reader.

Computing

- Use logical reasoning to explain how algorithms work.
- Create a simple code using sequence, selection and repetition.

COMPREHENSION QUESTIONS

1. Before beginning, create a spider diagram of words, themes and ideas linked to 'technology'. Can you think of any examples where technology has had a positive impact on your life? What about a negative impact?
2. What is the purpose of the illustration on page 7? How does it develop your understanding of what is going on?
3. What do you think is swimming towards Kim on page 8? How do you know? What might she be thinking and feeling?
4. What is funny about Tumble's reaction on page 12? Did it make you laugh? Why? Why not?
5. Read to the end of page 20. Why do you think there is a connection error? What do you think Asha will do about it?
6. What do you notice about the illustration on page 27? Who might be sending this message?
7. Asha asks questions beginning with 'Why...?' 32 times a day. Can you think of your own 'Why...?' questions about a topic you find interesting? Make a list. (page 48)
8. Asha tries to keep 'the quiver out of her voice'. What does this mean? How is she feeling? Why? (page 51)
9. Which of the protocols on page 69 do you think is the most important for a member of the CSA? Why? Can you order them from most to least important?
10. What are your first impressions of Asha? Do you think she will make a good spy? Does she remind you of any other characters in books or films?

EXTRA ACTIVITIES

Use a Venn diagram, to compare and contrast Asha and Drone, considering how they are similar and different. You could add to your ideas as you continue reading. How does this activity help you understand these characters?

Create an engaging leaflet to encourage people to buy a nannybot. What features does it include? Remember to include diagrams, sub-titles and persuasive language full of adjectives and alliteration.

On page 15, Asha explains what an algorithm is. Create your own algorithm for making a jam sandwich. Remember Asha's advice about ensuring your instructions are clear and concise!

Asha creates a special code for using the chatulator. Can you predict how you could code the seventh letter in the alphabet? Use the illustration on page 18 to send a short message to a friend. Is there any way to use her code quickly? You could even use this to create your own special, secret code!

WEEK 2 (PAGES 72–137): WELCOME TO SHELLYNET

SUGGESTED OBJECTIVES

Reading: Comprehension

- Use dictionaries to check the meaning of words and understand words in context.
- Retrieve information.

Writing to Inform

- Write a persuasive letter of application.
- Use formal language and structure work into paragraphs.

Design Technology & Art

- Design a new gadget, thinking about its special features, appearance and the materials you could use.

Computing

- Use a Decision Tree to predict behaviour and outcomes.

Maths

- Logically find all possibilities when solving a problem.

COMPREHENSION QUESTIONS

1. Write a definition of these words from Chapter 7: *require, confirmation, forbidden, metonymy*. Now use them in a sentence of your own.
2. Spend some time exploring the gadgets on pages 76 and 77. Which one do you think will be the most useful? Why?
3. What evidence has there been so far that supports Hedy's claim that Asha is 'reckless'?
4. Do you agree with Shelly that the internet is a basic human right? Why? Why not? A class debate might help! (page 84)
5. Which words and phrases on page 101 tell us that Asha is focused on her mission?
6. Try reading out loud "WE'RE IN! WE'VE DONE IT." How can you show Asha's feelings and character through your expression? (page 107)
7. What important piece of internet safety might the reader learn about on page 124?
8. Role-play the conversation between Shelly and Asha on pages 134 and 135. How can you show their personalities through your body language and facial expression?
9. How is the word 'abruptly' similar to the word 'quickly'? How is it different? (page 135)
10. Describe the relationship between Asha and Drone using evidence from the story so far. Do you think Asha treats Drone fairly?

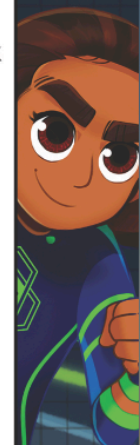
EXTRA ACTIVITIES

Imagine you are applying for a job at the CSA. Write a letter to Hedy explaining why you would make an excellent spy. Think about the qualities you might need and how to give examples of your strengths. Organise your letter in paragraphs and use formal language.

Design and create a technical drawing (like the ones on pages 76 and 77) of a blueprint for a new gadget for Asha. Think of its special features, what it might look like and what it might be made of. Use bullet points to explain how it works.

Spend some time exploring the Decision Key on page 97. Use this model to explore Asha's options on page 112. Think about the possible outcomes of each option and which will be the most successful.

Asha faces a number challenge on page 121. Imagine a lock with dirty smears on the following three numbers: 1, 4 and 6. How many different combinations might there be? Can you find them all logically?



WEEK 3 (PAGES 138–END): SHARK ATTACK

SUGGESTED OBJECTIVES

Reading: Comprehension

- Identify and discuss the main themes in the story.
- Create character profiles.
- Retrieve and summarise information from a passage and use it to inform writing.

Computing

- Understand how and why Morse code is used.
- Design, write and debug programs that accomplish specific goals.

Writing to Inform

- Create a glossary of computing terms.

Creative Writing

- Write a sequel based on the story, using the style and language features employed by the author.

COMPREHENSION QUESTIONS

1. Summarise Chapter 13 in six sentences. Now try to summarise it in three. Can you do it in one sentence?
2. Asha wonders what the ingredients could be 'for such an effective fart smell' on page 142. Make an amusing list of ingredients and share your ideas with a partner.
3. Create a Conscience Alley as a class to explore what Asha should do. Should she follow Shelly or return to the ice-cream van? Take it in turns to play Asha. (page 143)
4. Imagine you are Asha on page 160. What can you see, hear, taste, touch and smell?
5. Use the diagrams on page 166 and 167 to summarise Agent Tyler's plan in three sentences.
6. What is the purpose of the illustration on page 175? Do you learn anything interesting from it? Do you notice anything about its layout and presentation?
7. What do you think the most exciting part of Chapter 18 was? Can you summarise it to a partner and explain your choice?
8. What might Hedy mean by 'How you achieve your objective is as significant as the objective itself'? (page 211)
9. The main theme in this story is 'independence'. Do you agree? Why? Why not? Can you think of any other important themes?
10. Describe each of these characters in the story using one word only and explain your word choice: *Asha, Tumble, Drone, Shelly, Hedy, Tyler.*

EXTRA ACTIVITIES

All of the chapters in this book are presented using Morse code. Can you explore the history of this code and find out the names of some of the chapter titles? You could even use Morse code to send a message to a friend!

Use a simple piece of programming software like Hopscotch, Daisy the Dinosaur or Scratch Junior to plan and programme your own game. Perhaps you could program an animation of a shark (just like Asha) to move around the screen or follow your mouse.

Create a glossary of some of the language used in the book (URL, spam, algorithm, hyperlink). You could set your glossary out in the same style as Drone's Activity Log.

In small groups, discuss and predict what might happen next in a sequel. Will Asha save the kidnapped animals? Which gadgets might help her? Use a storyboard to plan your ideas and then write the opening to your sequel, thinking about how to emulate the author's writing style.