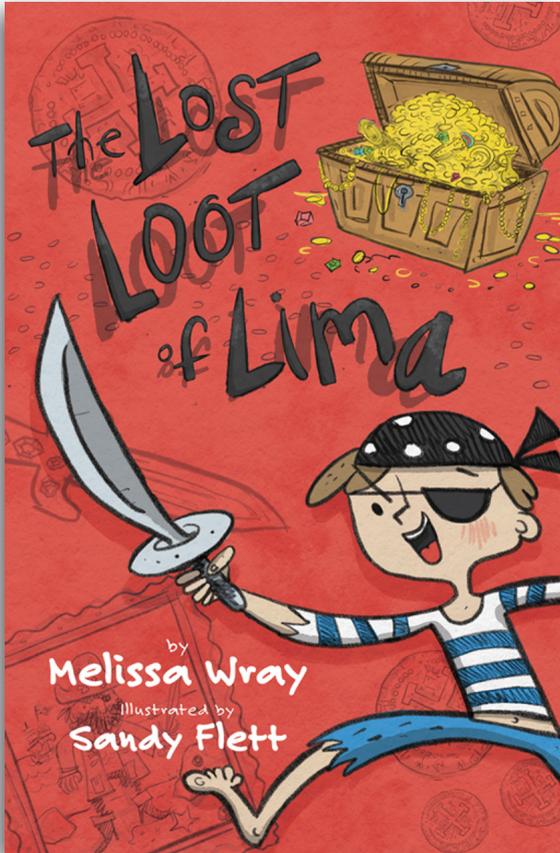


Teachers' Notes



THE LOST LOOT OF LIMA

Melissa Wray / Sandy Flett

ISBN: 9781761111600

Recommended retail: \$14.99

Reading level: 7 to 12

BOOK SUMMARY

Benjamin loves being a treasure hunter. But learning he is a pirate is even better. Ben discovers a treasure map left by his late grandfather and embarks on a treasure hunt with his Nan's help.

But does someone else know about the location of the treasure? Ben must face danger and use his wits, or risk losing the loot forever. And in doing so Ben must face his own grief over losing his grandfather.

THEMES

Mystery • Grief • Adventure •

CONTENTS

Book Summary.....	1
Themes.....	1
About the Author.....	3
About the Illustrator.....	4
Key Curriculum Areas.....	5
Teaching Points and Activities.....	7
Knowledge and Literal Understanding.....	7
Discussion Questions.....	8
Activities.....	10
Worksheet 1.....	11
Worksheet 2.....	12

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**Melissa Wray is available for author talks and workshops.
Contact Wombat Books for more information.**

The Lost Loot of Lima Teachers' Notes can be used in schools (independent learning, small groups, and whole classes); at home with caregivers; and as part of mental health support programs facilitated by counsellors, psychologists, children's charities, etc.

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ABOUT THE AUTHOR



Melissa is an Australian author who lives on the Bellarine Peninsula with her family. She enjoys beach walks and chasing sunsets. She has always loved reading and grew up near a cosy little library where she spent most of her younger years reading.

Melissa is passionate about education, in particular literacy, and believes the ability to read and write gives power to change. Her novels include *Summer Change*, *The Ruby Locket* and *Destiny Road*. Melissa's writing has also won honorable mentions and featured in several anthologies. *The Lost Loot of Lima* is Melissa's first middle grade fiction book.

Melissa has a strong sense of wonder and adventure. She loves to travel and has seen some incredible places including Cambodia, Egypt, Italy and Africa. Melissa has also travelled closer to home and visited every Australian state. Her bucket list of places to explore is still long, both home and abroad! Melissa enjoys writing fiction with snippets of fact hidden within her work.

Melissa believes everyone should *Dream Big ... Read Often*.

AUTHOR NOTES

This book required a lot of research on a topic that was difficult to get firm evidence to support. There were many variations of the truth along the way, but with many similarities as well. This meant I had to decide what to include within the fiction story because I thought it was important enough as a historical fact to mention and what to discard. The story is based in the area that I live, so this presents some challenges knowing there will be people who have their own knowledge and beliefs around the buried treasure at Queenscliff. There will also be people still alive or have family members who were part of the syndicates that invested time and money trying to locate the buried treasure. For this reason, I wanted to respect the history of the story as much as possible, uphold the mystery that goes with the pirate, Benito Bonito, but also present as much of the facts as possible. This style of writing will hopefully allow the reader to form their own conclusion.

I like to think Benito's treasure is just waiting to be uncovered. That the picturesque town of Queenscliff is hiding a jewelled secret that will one day be unearthed.

Until that day, we will all just have to wait and wonder. And hope.

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ABOUT THE ILLUSTRATOR



Sandy Flett is an illustrator and cartoonist who lives in the beautiful countryside of New England, NSW. She creates her hilariously kooky characters, pictures and stories in her art studio while listening to sheep baa and cows moo very loudly outside her window.

Sandy has illustrated middle grade children's book series *Edie's Experiments* and *Juno Jones*, and is the creator and presenter of the internationally successful children's drawing channel on YouTube, Sandy Flett's Kids Art School.

Sandy loves to create stories and pictures with coloured pencils, special pens, messy inks, swishy paint brushes and her iPad Pro.

REASONS FOR STUDYING THIS BOOK

The Lost Loot of Lima tackles a variety of themes, including grief and hope. Benjamin's relationship with his grandfather allows young readers to process their own relationships with family members that may have passed on, and how we can honour them and continue on after they're gone. Benjamin is able to connect with his grandfather's memory through momentos and mysteries, but most of all through his own memories and through his relationship with his grandmother. Their adventures encourage young readers to engage with the core messaging in fun and surprising ways.

KEY CURRICULUM AREAS

Curriculum Areas and Key Learning Outcomes.

YEAR TWO

English

AC9E2LA03 - identify how texts across the curriculum are organised differently and use language features depending on purposes

AC9E2LY01 - identify how similar topics and information are presented in different types of texts

YEAR THREE

English

AC9E3LE02 - discuss connections between personal experiences and character experiences in literary texts and share personal preferences

AC9E3LY02 - use interaction skills to contribute to conversations and discussions to share information and ideas

AC9E3LY05 - use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features

AC9E3LA09 - identify how images extend the meaning of a text

AC9E3LE03 - discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative

AC9E3LA03 - describe how texts across the curriculum use different language features and structures relevant to their purpose

AC9E3LY01 - recognise how texts can be created for similar purposes but different audiences

YEAR FOUR

English

AC9E4LE04 - examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning

AC9E4LA01 - explore language used to develop relationships in formal and informal situations

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AC9E4LY05 - use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts

AC9E4LE03 - discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions

YEAR FIVE

English

AC9E5LE03 - recognise that the point of view in a literary text influences how readers interpret and respond to events and characters

AC9E5LY05 - use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas

AC9E5LE03 - recognise that the point of view in a literary text influences how readers interpret and respond to events and characters

AC9E5LY01 - describe the ways in which a text reflects the time and place in which it was created

HASS

AC9HS5S01 - to develop questions to investigate people, events, developments, places and systems

YEAR SIX

English

AC9E6LY05 - use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources

AC9E6LA02 - understand the uses of objective and subjective language, and identify bias

AC9E6LY01 - examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created

HASS

AC9HS6S01 - to develop questions to investigate people, events, developments, places and systems

TEACHING POINTS AND ACTIVITIES

This book may be used in whole class, small group or independent learning activities in schools.

Please note, the following suggestions and activities are suited to a variety of year levels spanning Foundation to Year 6 primary aged children. Some activities may be applicable to early secondary school students, as well.

KNOWLEDGE AND LITERAL UNDERSTANDING

PRE-READING QUESTIONS

1. Show the cover to the class and ask the students what they think the book might be about. Read the back cover blurb. Does this give them more of an idea of what the book could be about? Does it remind them of something?
2. Check for prior knowledge. Do they know about any historical pirates, Queenscliff (Victoria), or the famed pirate Benito Benita?

DURING READING QUESTIONS

1. Predictions - what do you think might happen next?
2. Discuss the characters' emotions and actions e.g. I think the character feels _____ because_____.
3. How do the illustrations add to the story?
4. Does the author make you feel anything during the story? Are there parts that make you feel happy or sad? Describe why.

AFTER-READING QUESTIONS

1. Ask students if any characters remind them of someone they know: a friend, a sibling, or themselves.
2. What are some of the issues within the story that are relevant today?
3. Are there any themes within the story that are present in your life right now?
4. Why do you think the author wrote this story? What did they want you to learn?
5. Are there any elements of the story that you want to research or learn about further? How might you do that?

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DISCUSSION QUESTIONS

DISCUSSION QUESTIONS AND ACTIVITIES

1. How would you describe the relationship Ben had with his grandparents?
2. Can you explain some of the different feelings Ben had throughout the story? Why?
3. What would you have done if you had discovered the same treasure as Ben?
4. Ben and his friend Thomas enjoyed playing pirates. What sorts of games do you like to play with your friends?
5. Ben's grandfather liked to search for treasure around the world. What kinds of treasure would you like to find? Where might you search for this?
6. Think about your family members. What are some words you could use to describe them?
7. Ben went on holidays to Queenscliff every school holidays. What are some places you go visit on holidays?

MYSTERY

1. Explain some of the mysterious events that happened during the story.
2. Why do you think Pa kept the family pirate history a secret?
3. Do you know of any great mysteries from around the world? Explain.
4. Why is a mystery story a mystery story? Describe what makes a mystery story.
5. Could Ben have discovered the secret any other way? Come up with an alternative way the story might have happened.
6. What do you like most about mysteries? Make a poster or brochure that encourages others to enjoy mysteries and all of the good parts about them.
7. What is the difference between a secret that is mysterious and one that isn't? You can use Pa's family pirate history as an example, or come up with a new one.
8. What are some of the reasons people might keep family secrets?

GRIEF

1. Can you explain some of the different feelings Ben had throughout the story? Why?
2. How can you be a good friend when somebody you care about is feeling sad?
3. Who might you speak with when you are feeling sad?
4. What does grief mean? And what are some of the reasons you might feel grief?
5. When Ben is grieving his grandad he gets very sad. Nan tries to give him things to do so he can find a way to still remember his grandad but also not dwell on the sadness of it. What are some of the things they do together?
6. Is it okay to feel sad sometimes? Is there any way in which letting ourselves feel sad is good? Why or

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why not?

7. When someone we care about passes away it can take a long time for it not to feel sad or for you to feel some hurt over losing them. Sometimes this means we need time to cry, to remember them, or to miss them. What are some ways we can make that process easier?
8. Nan is also grieving Pa in her own way. Why might that seem different to how Ben or Ben's mum is grieving Pa?

ADVENTURE

1. What were some adventurous things that Ben did with his Pa?
2. Where in the world would you like to go on an adventure? Why?
3. Who would you take on an adventure with you and why?
4. Was Ben looking for adventure? Do you think he suspected the kind of adventure he would have or was it a surprise?
5. Can there ever be 'too much' adventure? Why or why not?
6. What are some things Ben could have done differently on his adventures?
7. Do you think Ben has an 'adventurous spirit'? Explain.
8. Will Ben go on more adventures? Brainstorm a list of new adventures Ben could go on, with Nan or someone else.

ACTIVITIES

CREATIVE WRITING

1. What if you just discovered that you were a pirate? Create a story about searching for treasure. What challenges might you face? What rewards might you find?
2. Imagine you found a map that leads you to buried treasure. Describe the treasure in as much detail as possible.

MAPPING

1. Create a treasure map around the school. Make sure to be specific with your directions.
2. Use some grid paper to draw a map. Create clues to follow to locate the treasure on your map.

HISTORICAL RESEARCH

1. Research the stolen treasure of Lima. What fun facts can you share in your research?
2. Research some other famous pirates. See if you can find more that came to Australia.
3. Using your research come up with some pirate adventure stories - either set historically or current day discoveries (like Ben's!)

CODING

1. Create a secret code message.
2. Investigate some nautical symbols and explain what they mean.

WORKSHEET : SECRET CODES

Name: _____ Date: _____

Ahoy, Matey!

Arrr! Every pirate needs a secret code to keep their treasure maps and secret plans hidden from other pirates! A "secret code" is a way of writing messages so that only the person with the key (the solution) can understand it! Secret codes have been used for centuries by spies, detectives and, of course, pirates!

Today, you'll get to crack a secret code!

CODEBREAKER CHALLENGE

In the secret code below, each letter has been replaced by a different symbol. Use the key at the bottom of the page to decode the message.

DECODED MESSAGE:

|@%]^|* }& %^ @~ =|* ^] ^?|

CREATE YOUR OWN SECRET CODE

Now, it's your turn! Create your own secret code.

1. Choose a message to write: Write a secret message below (it can be anything you like!):
2. Create your code: Replace each letter of your message with a different symbol. Write your key here:

A = __	E = __	I = __	M = __	Q = __	U = __	Y = __
B = __	F = __	J = __	N = __	R = __	V = __	Z = __
C = __	G = __	K = __	O = __	S = __	W = __	
D = __	H = __	L = __	P = __	T = __	X = __	

Code Message:

Now that you've created your secret code, give it to a friend or family member to crack! Ask them to decode your message. Can they figure out your secret?

{ = X	> = U	/ = R	[= O	= = L	(= I	⌘ = F	\$ = C	
„ = Z	} = M	? = T	: = Q] = N	- = K) = H	# = B	
: = Y	< = V	= S	; = P	~ = M	+ = J	* = G	% = D	@ = A

KEY

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