

THE AMAZING SPENCER GRAY

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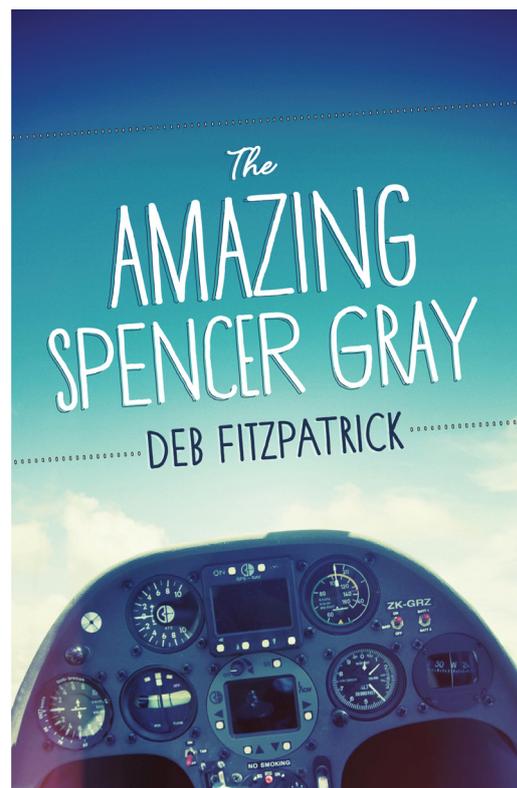
THEMES: ADVENTURE, FAMILY AND HOME, SCHOOL

ABOUT THE BOOK

Life is good for Spencer Gray in the small south-west town to which he and his family have recently moved. He makes good friends in his new school, gets into trouble occasionally and he's a bit of a problem solver.

But Spencer Gray's life changes dramatically one day when, unexpectedly, he has to put his problem solving skills into practice.

The Amazing Spencer Gray makes an excellent book to read aloud to your class. There are several natural stopping points for you to introduce an activity that promotes Critical and creative thinking at Level 4 from the General Capabilities of the Australian Curriculum.



General Capabilities: Critical and creative thinking

In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school. *Source: ACARA v5*

At the end of Chapter 6 – student activity

In small groups discuss how you would feel if you suddenly went from your present school to one that was much smaller. What would you miss? What would you enjoy?

Reflecting on thinking and processes

Transfer knowledge into new contexts

apply knowledge gained from one context to another unrelated context and identify new meaning

Source: ACARA v5

At the end of Chapter 9 – student activity

Spencer's first flight draws different emotions from his friends and his sister. Reflect on what made them react as they did. Is there anything Spencer could have done to make his sister feel better?

Reflecting on thinking and processes

Think about thinking (metacognition)

reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary

Reflect on processes

identify and justify the thinking behind choices they have made *Source: ACARA v5*

At the end of Chapter 28 – student activity

What should Spencer do – stay with his dad or go for help?

Generating ideas, possibilities and actions

Imagine possibilities and connect ideas

combine ideas in a variety of ways and from a range of sources to create new possibilities

Consider alternatives

identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions

Seek solutions and put ideas into action

assess and test options to identify the most effective solution and to put ideas into action *Source: ACARA v5*

At the end of the book – student activity

After finishing the book, in small groups discuss how Spencer Gray has changed and how he has remained the same using examples from the book to explain your choices.

Analysing, synthesising and evaluating reasoning and procedures

Draw conclusions and design a course of action

scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action

Evaluate procedures and outcomes

evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria *Source: ACARA v5*

