



The Gateway, The Four-fingered Man

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Learning Outcomes

Students will

- engage personally with texts, interpreting events, situations and characters,
- identify the ways in which language is used in imaginative texts,
- use comprehension strategies to interpret and analyze information and ideas,
- experiment and use aspects of composing that enhance learning and enjoyment.

Before Reading the Book

Look at the cover. Do not open the book! Use the following to prompt discussion:

1. The book is called "The Four Fingered Man." How might the man have lost his finger? Discuss and brainstorm.
2. Look at the illustrations. Are there any clues as to what the book could be about?
3. Read the blurb. What do you think makes a hotel "creepy"? Where do you think the hotel guests are visiting from?

After Reading the Book

Use these questions as a guide for discussion:

1. Magnolia trees are mentioned throughout the book. What do they look like and are they significant? Explain.
2. Where is the book set? What clues are there?
3. Amelia referred to James at school and said that after "whatever it was happened," they moved to the hotel. What do you think happened?
4. Why is the place called "Forgotten Bay"?
5. What could cause interference of all the electrical equipment and no internet access?
6. Your body indicates when things are not right by giving the feeling of uneasiness in your stomach. When have you felt this way? Write a paragraph about it and what you did to make the feeling go away.
7. What is meant by "a cat can look at a king"?
8. What did Ms. Slaviero mean about "balance to the forces" and the light side and dark side?
9. Why was Amelia trying to "will herself invisible"? Have you ever wanted to be invisible? Why?
10. Describe how the jewels affected Amelia.
11. Amelia lost trust in her parents. How did it make her feel? How would you feel? What would you do?
12. What are licorice ropes?
13. Why did Amelia think that James was ridiculous?
14. What is Occam's Razor?



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15. Amelia was enticed into the cottage by momentum. Explain how momentum feels to you, and in what situation you've felt this way.
 16. Why has the author used the word "stalk" to describe what Miss Ardman was doing to Tom?
 17. What happened when Miss Ardman uncloaked?
 18. James reacted to the situation in an unexpected way. Discuss.
 19. What is the description of a wormhole?
 20. Holo-emitters are used to cloak aliens. Describe how they work. Draw and label a diagram of one.
 21. What do you think a Krskn is?
 22. If Charlie plays with the holo-emitter in the middle of the hedge maze, what do you think will happen?

Classroom Activities

- Create Intergalactic passports for Dad (Scott), Mum, Amelia, James and Charlie. You will need to draw a portrait photo, record appearance and characteristics for each one.
- Create an advertising campaign for people to come to the hotel. Record using technology. Place on class blog (if possible).
- Act out the scene when the children are caught in Miss Ardman's room. Change the ending. Perform it in front of the class. How would this change the rest of the book?
- Dad made pumpkin and tea-leaf cookies. Do you think they would taste good? Using computer technology, publish a menu that would be available for guests at the hotel.
- Miss Ardman changed. Draw her as "a reptile monster in a dress."
- Research the theory of the acceleration of the universe and Brian Schmidt, Australia's Nobel Laureate. Present in an interesting way.
- Debate with another class: "You can't judge a book by its cover" and/or "Wouldn't all mothers fight to protect their children?" Video conference equipment (international gateway!) could be used, allowing for cultural collaborations and communication.

Teacher Tips adapted from Teacher' Notes, created by Cerberus Jones, with thanks to Hardi Grant Egmont