

The Invincibles: Power Up, Book 1

By Peter Millett

Illustrated by Myles Lawford

• Thinking skills • Reading • Writing • Art • Lexile 600 •



Synopsis

The Invincibles: Power Up is a story about five children who turn up to play football at Arakina sports stadium. Just as Tana, the team captain, puts them through their paces, lightning hits the children, not once but twice. On the second hit, their heads shine neon blue, their newly turned white hair stands up on end, and they discover they have super powers. At first the two girls are not keen to stay with the three boys and want to use their powers for their own use. But after 80 minutes all their powers disappear. The kids realise they only last as long as a game of footy takes to play.

At school the next day, Tana discovers that he still has super powers, when he lights up the circuit board in his science class. Tana and Scotty run to tell some of the others in the school yard, powering up a hair drier to prove their point. The kids plan to get together at the sports stadium to see if they can regain their super powers if they join together. When they hold hands on the pitch, their hair lights up and they are powerful once again. Scotty tests it out by shooting into space. When Andrea overhears with her super sonic hearing that the All Greats have been kidnapped, the team decide to go to the rescue.

The team are surprised when Ricky announces he has rescued the All Greats. They suspect he is up to no good. When Muzza sees that the All Greats are really imposters, and Ricky intends to ridicule the All Greats good name, the team realise they have to stop it from happening any further. They knock out all the imposters but their powers disappear just when they are up against the biggest A-BOT of all. Luckily a sheep that had kept following Scotty lands on top of the A-BOT knocking him out.

The police rush onto the field and intend arresting the children until they tell them what has really happened and where the real All Greats are being held. The children seal their team approval by announcing their new super power names.

About the Author

Peter Millett is a full-time author living on Auckland's North Shore. From an early age he enjoyed playing word games with rhymes and jokes. He had his first funny verse published in the national newspaper when he was at primary school, and he's been creating comedic rhyming verse ever since. Peter Millett is author of the Children's Choice Award Winner *The ANZAC Puppy*. He also created the comedic junior fiction series *Boy Zero* and *Johnny Danger*.

About the Illustrator

Myles Lawford grew up in New Zealand and studied spatial design at AUT. He has worked in numerous design agencies, using his illustration skills to bring concepts to life. Myles is the illustrator behind Scholastic NZ's *Where's Kiwi?* search and find series, as well as *The 12 Days of Kiwi Christmas*, *We Wish You a Kiwi Christmas* and the *Kiwi Corkers* *The Three Cattle Dogs Gruff* and *Parakeet in Boots*. Myles lives in Auckland.



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Writing Style

The Invincibles: Power Up is a laugh-out-loud sports-themed action-comedy junior fiction book, telling the tale of what happens when five kids end up with super powers. The story is set on two different football fields, and a school. The author uses super-charged verbs, precise nouns, and the occasional bold text to highlight a word. The text is in the third person past tense. The author uses a range of short and long sentences with a mix of description, dialogue and action. The story is action-packed, engaging and game-relevant to encourage children of all reading levels and cultures across New Zealand. *The Invincibles: Power Up* is written for the 7-9-year-old age group, and has a Lexile reading age of 600 L.

Shared Learning and Discussion Points

ASK YOUR STUDENTS:

- Look at the cover. When and where is this story set? How can you tell? What do you think the title *The Invincibles: Power Up* could be hinting at in the story?
- When you look at the pictures of the characters what words spring to your mind about their personalities?
- Why do you think Tana's brother wrote 'looser' on the tongues of his boots? What is a tongue on a boot? P.7
- Why do you think Tana spat out the chocolate raisins? Do you think the sheep or the chocolate raisins are going to have any significance in the story or are they a red herring?
- How would you describe Muzza's father? How do you think Muzza feels about his father's enthusiasm? Why do you think that? P.11-13
- Why weren't the girls that keen to play with the boys? P.15
- What football advice did Tana give the newbies? What other advice would you give them? P.19
- What happened to the kids just as they started to race? Pp.21-27
- What did the lightning do to the scoreboard and why was that surprising? Why is it significant? P.29
- What did the lightning do to the sheep? What did they do that surprised everyone? How did they get their revenge on the cows? Pp.29-39
- Why did Andrea not want to be part of the super power team? What changed her mind? P.43
- What happened when 80 minutes expired? P.47
- Do you think it's worse to have a super power and never use it or to never have them in the first place? Why? P.51
- What happened when Tana put his finger on the circuit board? P.55
- How do the kids reactivate their powers? P.60
- How do you think Ricky feels about promoting toilets and why is he doing that sort of work? P.65
- How did Phil try to get Ricky to look on the bright side? Did it work? Pp.66-67
- What do you think is Ricky's evil plan? P.68
- What happened when the team joined hands? Pp.75-76
- What did Scotty do and what happened when he landed? Pp.79-81
- What had the police officers really seen? P.84
- What did Andrea overhear with her super hearing? P.86
- What was making the noise while they were flying? And why was it following them? P.95
- What happened to Ricky at the Cup Final? How would you feel if something like that happened to you? Would you want to get revenge? If so, why? And what would be your plan? Pp.96-97
- Do you think Ricky has rescued the All Greats or has he lived up to his name and done something tricky? P.100
- What could Muzza see and how will that affect the game? P.104
- Why did the kids don animal character suits and what were each of them wearing? P.168-169
- What happened to the All Greats during the game? What and who caused it? P.112
- What could Andrea hear and what do you think the team will do about it? P.116
- What was the team's plan to stop the A-BOTs? Will it work? What else could they have done? P.120
- The team only have one A-BOT to conquer but something happens to them – what? What can they do to overcome this problem? P.130
- What saves them? On what page were we given a hint that a sheep could turn up unexpectedly? P.133
- What names did the team give themselves? Pp.138-140



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Activities

ACTIVITY 1: WHAT IF ...

Ask the students to rewrite the beginning. Tell them, what if the police didn't believe the Invincibles? How could they convince them? Rewrite the ending of the story with their new way to convince the police about what really happened.

ACTIVITY 2: WHAT A CHARACTER!

Ask the students to imagine if they were the illustrator for this book. Tell them to redraw the characters how they think they would look. Also design their new Invincible costume. Make their clothes fit with their new names (that they've just given them).

ACTIVITY 3: DEAR DIARY

Ask the students to place themselves in the shoes of one of the characters they've just read about and write a diary entry of a key moment in the story. Ask them to choose a moment in the story in which the character has plenty of interaction and emotion to share in a diary entry. Tell them to write it in first person perspective and consider writing it in present tense.

ACTIVITY 4: YOU'RE HIRED

Ask the students to select a character from the book and consider what would be a good job for them (especially with their super powers). Suggest they choose something suitable such as a detective, or Superman or Wonder Woman's side-kick, etc. Once decided, write a letter from the perspective of this character and apply for the job. Explain why your character would be perfect and what special skills they possess that make them ideal for the role. Tell them to make sure they really sell their character explaining all the special attributes they possess.



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