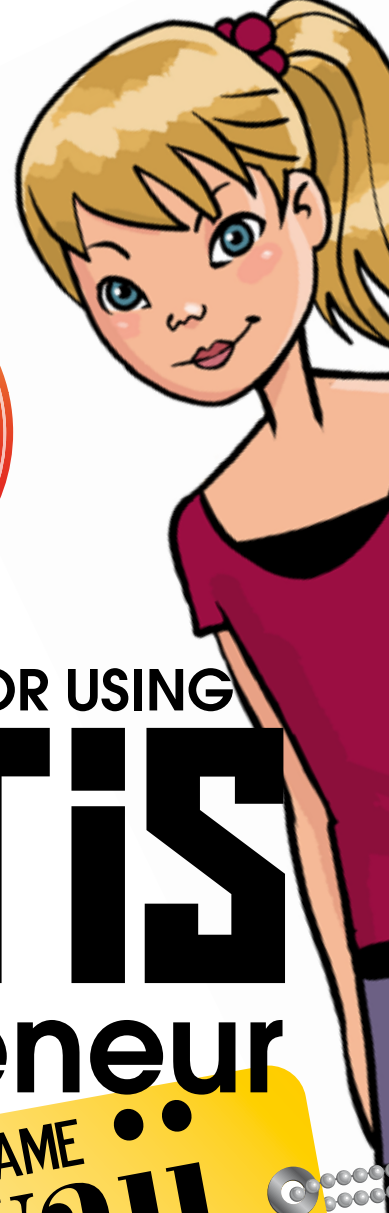




BASED ON THE  
NOVEL WRITTEN  
BY CREEL PRICE  
AND  
JAMES ROY



A LITERATURE PACK FOR USING  
**CURTIS**  
the Kidpreneur

CODENAME  
**Hawaii**

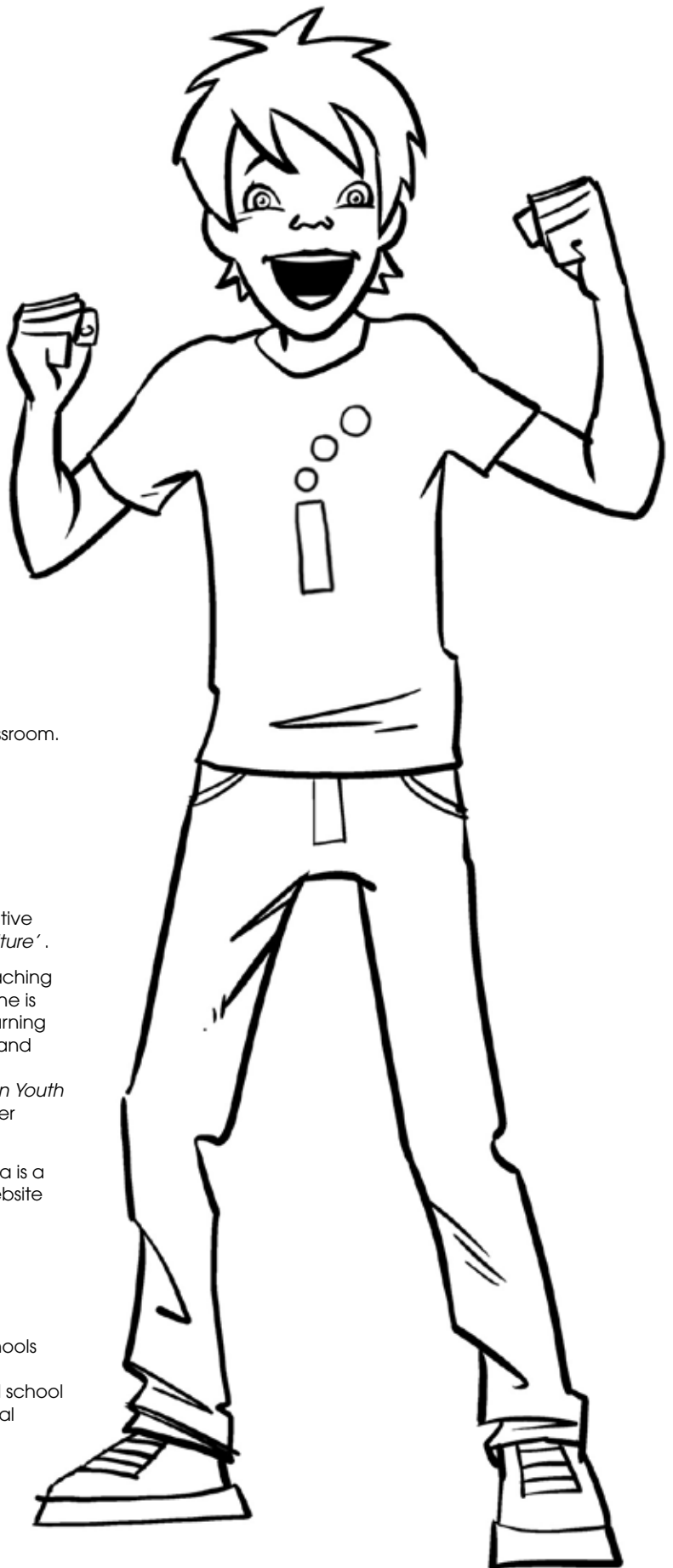
IN THE CLASSROOM



OVER 50 PAGES  
OF REPRODUCIBLE  
ACTIVITIES

**A Literature Pack for Using  
*Curtis the Kidpreneur-  
Codename Hawaii*  
In the Classroom**

**Based on the novel written by  
Creel Price and James Roy**



**Title:** Curtis the Kidpreneur – Codename Hawaii in the Classroom.

**Published:** June 2010

**Author of novel 'Curtis the Kidpreneur':**

Creel Price & James Roy. Learn more about the authors [www.creelprice.com](http://www.creelprice.com) and [www.jamesroy.com](http://www.jamesroy.com)

**Author of Classroom Pack:**

Voni Howard, B.Teach (Primary), B.Ed (Primary), M.Ed (Creative Arts), completing PhD on the subject of 'Hope in Youth Culture'.

Voni is a teacher and educator. With over a decade in teaching experience she loves to see children achieve their goals. She is inspired by encouraging other educators to facilitate a learning environment where the highest calibre of values, learning and creativity are modelled and encouraged. Voni is currently completing her PhD in Education on the subject of 'Hope in Youth Culture' and looks forward to contributing the findings of her study to the field of Education.

**Illustrator:** The original illustrations are by Lisa Amaroso. Lisa is a 17 year old student. To find out more about Lisa visit our website [www.clubkidpreneur.com](http://www.clubkidpreneur.com)

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**For more information visit us at:**

[www.clubkidpreneur.com](http://www.clubkidpreneur.com)

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# Club Kidpreneur

## Who we are:

The Club Kidpreneur Foundation is a social enterprise committed to assisting youths start and grow their own micro-enterprises in order that one day they may choose entrepreneurship as a career. The core brand values of Inspired, Informed, Involved are key factors in the business program and aim to embed life skills into kids from all backgrounds regardless of their interest in business

## Club Kidpreneur Vision

The vision for Club Kidpreneur is to create a nationwide foundation whose purpose is to create a portfolio of fun and informative learning tools for kids, parents and teachers that foster an entrepreneurial spirit in kids.

## Club Kidpreneur Mission

Club Kidpreneur Foundation exists to:

- Enhance kids initiative, responsibility and learning from success and failure
- Give perspective on business and the value of money
- Enable the formation of micro-businesses in a safe and positive way
- Give perspective on business and the value of money
- Have kids consider how entrepreneurial endeavour can be a catalyst to positive change on the planet

## The READY- SET- GO of business.

Club Kidpreneur has developed a child friendly three step program to help kids develop their business idea.



1 2 3 *ready*  
*set*  
*go*

**[www.clubkidpreneur.com](http://www.clubkidpreneur.com)**

**GO to the  
website  
for cool  
activities  
and free  
prizes**

## Teacher's Notes

As a teacher you want to encourage your students to be confident, independent and capable lifelong leaders.

The novel *Curtis the Kidpreneur – Codename Hawaii* encourages students to enlarge their awareness of business and enterprise and propels them to think about this at a global level. The goal is that the novel and associated activities will inspire a curiosity and interest in the knowledge and power one can obtain through reading, writing, listening, speaking and action.

As education is constantly becoming more global it is important to consider a global rationale when programming and planning activities for students.

These activities are aimed at assisting you (the teacher) in using the novel *Curtis the Kidpreneur – Codename Hawaii* in the classroom setting. Activities include chapter-by-chapter vocabulary and vocabulary lists, comprehension questions and a variety of activities – all of which can be undertaken by individuals or in groups. The activities can be used by individuals or groups.

This Literature Guide aims at being a supportive tool for using the novel *Curtis the Kidpreneur – Codename Hawaii* in your class reading program and also seeks to help assist cater for the National Financial Literacy Outcomes.

This guide included literacy, comprehension, vocabulary and business activities to assist your students .

### Reading Response Journal

Provide opportunities each reading session for students to record their individual responses to the reading. This is an opportunity for students to Think-pair-share.



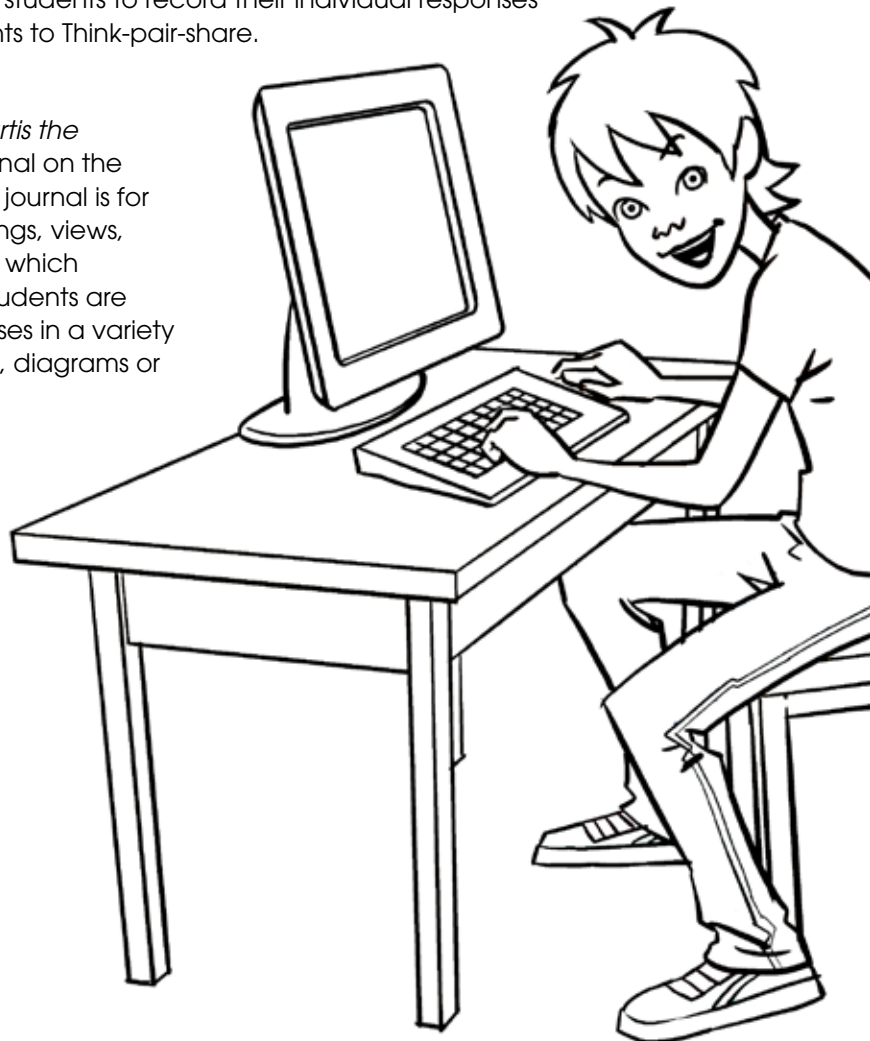
- **Think:** Provide students with a *Curtis the Kidpreneur* Reading Response Journal on the following page. The purpose of the journal is for students to make note of their feelings, views, attitudes, observations or questions which arise from the story as they read. Students are encouraged to record their responses in a variety of ways including illustrations, notes, diagrams or key words.



- **Pair** up with a partner from your reading group.



- **Share** your results.



# About the Authors

## Creel Price & James Roy

### **Creel Price**

Creel Price is one of Australia's leading business minds. Having grown up in rural Australia, Creel developed his serial entrepreneurial nature from the age of 11 when he started a strawberry business that within two years was the main income earner for his family during a prolonged drought. Based on the invaluable skills and self-empowerment he learnt from his business experience and numerous other micro ventures he founded at an early age, Creel has established the Club Kidpreneur Foundation.

Creel divides his time between three endeavours he sees as the key to revolutionising business as we know it:

- Entrepreneurs – helping business owners of all types and sizes achieve success in business through his training company Accelerate Global
- Socialpreneurs – helping champion social enterprise and forge organisation models that combine commerce with charity - he is currently the Australian Chairman of Global Ethics which has donated over A\$5m to charities that help educate kids in Africa [www.onedifference.org](http://www.onedifference.org)
- Kidpreneurs – helping empower kids to be financially literate and self-reliant, and to bring out creativity in the next generation of entrepreneurs and socialpreneurs.

### **James Roy**

James Roy was born in western New South Wales in 1968 and spent much of his childhood in Papua New Guinea and Fiji, adventuring by day and reading books at night. Then one day, tired of reading books by dead people, he decided to start writing his own.

Since his first novel was released in 1996, James has written a number of critically acclaimed works of fiction and non-fiction for young people, including the CBCA Honour Books Captain Mack and Billy Mac's War and six CBCA Notable Books. In 2008, Town also won the Ethel Turner Prize for Young People's Literature in the NSW Premier's Literary Awards, as well as the Golden Inky in Australia's only teenage choice awards.

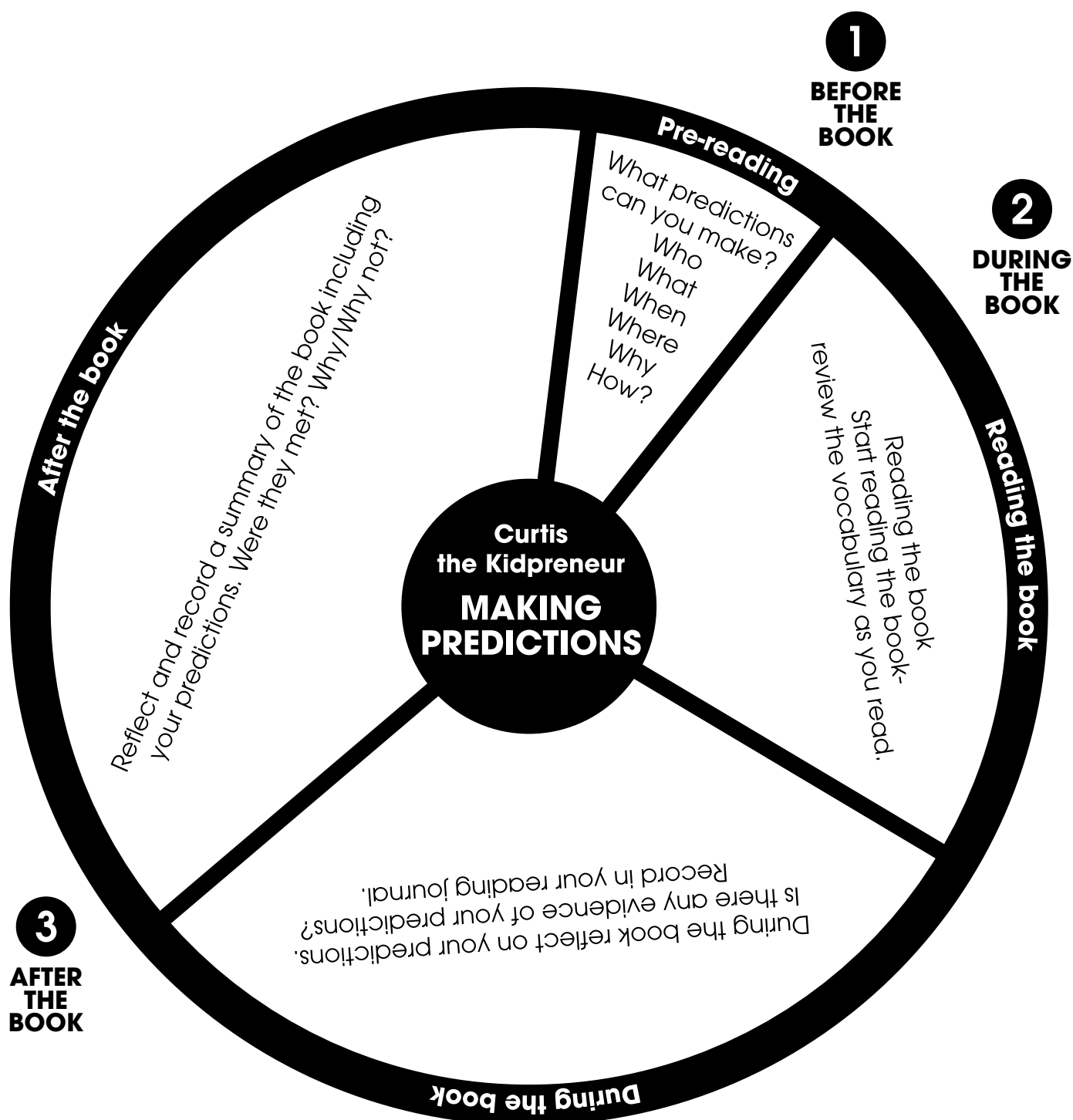
James lives with his family in the Blue Mountains. He enjoys trying to make music and art, doesn't like olives very much, and hasn't entirely abandoned his dream of sailing around the world.

# National Financial Literacy Outcomes

<b>Dimension</b>	<b>by year 3</b>	<b>by year 5</b>	<b>by year 7</b>	<b>by year 9</b>
<b>Knowledge and Understanding</b>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>that money includes more than notes and coins</li> <li>that money comes from a variety of sources and is limited</li> <li>that money is used to exchange goods and services</li> <li>that money can be kept to meet wants and needs</li> <li>the differences between needs and wants</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>that buyers have rights and responsibilities</li> <li>there are different forms of income</li> <li>that money can be borrowed</li> <li>that savings can earn interest</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>consumer rights and responsibilities</li> <li>that a range of factors affect choice</li> <li>the value of setting personal financial goals</li> <li>that governments provide goods and services to meet consumers' and taxpayers' needs and wants</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>the rights and responsibilities of consumers</li> <li>how to keep personal financial records</li> <li>the use of credit</li> <li>that income is derived from a range of sources, including wealth, with different levels of reliability</li> <li>that a range of consumer and financial advice of varying accuracy and impartiality is available within the community</li> <li>that financial scams exist</li> </ul>
<b>Competence</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>use money to buy basic goods and services</li> <li>compare the value of similar items</li> <li>order spending preferences</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>classify and compare goods and services</li> <li>prepare simple plans and examine financial records</li> <li>accurately complete simple financial forms</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>justify selection of a range of goods and services</li> <li>resolve consumer disputes</li> <li>develop simple budgets and financial records</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>prepare simple personal and family budgets and records</li> <li>use ICTs to keep appropriate financial records</li> <li>use critical thinking and problem solving skills to make informed consumer and financial decisions</li> <li>make sophisticated choices when comparative shopping</li> <li>evaluate different methods of payment</li> </ul>
<b>Enterprise</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>creatively explore opportunities to earn money or other rewards</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>use initiative and explore opportunities that can or may contribute to income</li> <li>initiate support for school fundraiser from community groups and businesses</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>make decisions to increase income and wealth</li> <li>take informed risks associated with earning income</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>take initiatives to build wealth</li> <li>make business related decisions</li> <li>recognise opportunities to generate income and wealth and the risk management of those opportunities</li> </ul>
<b>Responsibility</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>identify simple ways their decisions may impact on themselves, other, the community and the environment</li> <li>identify that advertising can influence people to buy goods and services</li> <li>take account of peer pressure when buying something</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>value savings</li> <li>care about the impact of their consumer and financial decision on themselves, others, community and the environment</li> <li>explore the values associated with participating in an enterprise</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>develop ethical behaviours</li> <li>evaluate the relationship between spending and using credit responsibly and assertive buying behaviours</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>develop ethical behaviours</li> <li>accept responsibility and evaluate the consequences for self and others of spending decisions and using credit responsibly</li> <li>demonstrate informed and assertive buying behaviours</li> </ul>



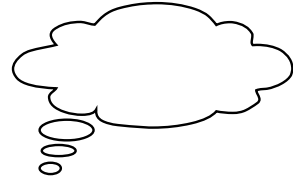
# The Prediction Wheel





Name: ..... Date: ..... Class: .....

# Making Predictions



**The purpose of this activity is** to learn how to make predictions while you are reading. This activity requires you to visually examine the text and images of the novel *Curtis the Kidpreneur- Codename Hawaii* and predict what the story may be about and what events may take place.

**Think:** Fill in the table below

Title of Novel:	
Author:	Illustrator:
Number of pages:	Number of chapters:
Read the chapter summary on the back of the novel and the names of the chapters and discuss with your group or a peer what you think the book may be about.	

**Think - Pair - Share**

Context Clues What do I learn from reading the initial information on the novel?	Prior Knowledge What did I know before I read the book?	Prediction What do I think will happen in the story and why?

**Share:** Other comments

.....

.....

.....

## Vocabulary Lists

This section contains a full collection of vocabulary lists which link to each chapter of the book. The words vary from level of difficulty. Choose the words appropriate to the students you are teaching. The number in brackets after the word is the page in which the word is found on.

A comprehensive list of vocabulary activities is provided. See Teacher Resource #1 (TR#1).

Students can record their vocab lists using worksheet#2.

Page number for the vocab word is in brackets.

**WILL THE PAGE  
NUMBERS STILL BE  
CORRECT?**

Chapter 1	Chapter 2
<b>ENORMOUS (2)</b> <b>INVITINGLY (2)</b> <b>GOTCHA (3)</b> <b>INNOCENT (3)</b> <b>TECHNICALLY (3)</b> <b>EXPRESSION (3)</b> <b>IMMEDIATELY (3)</b> <b>STEALING (3)</b> <b>INTERRUPTION (4)</b> <b>STRAINED (4)</b> <b>QUIZZICALLY (4)</b> <b>FLINCHED (4)</b> <b>APOLOGISE (4)</b> <b>TECHNICALITY (5)</b> <b>EVAPORATING (5)</b> <b>SLAPPING (6)</b> <b>SHRUGGED (6)</b> <b>WHINGING (6)</b>	<b>SULLENLY (8)</b> <b>"SPECIES OF A TREE FOR A NAME" (8)</b> <b>NEEDLE NOSE PLIERS (8)</b> <b>PRIED (8)</b> <b>DESPITE (9)</b> <b>PRIORITY (9)</b> <b>INVESTIGATION (9)</b> <b>CORRIDOR (9)</b> <b>VEGETARIAN (10)</b> <b>WANNA (10)</b> <b>SOUVENIRS (11)</b> <b>SPARKLING (11)</b> <i>"Harvey said with her eyes sparkling"</i> <b>THOUGHTFULLY (12)</b> <b>GLUM (12)</b> <b>SHUFFLING (12)</b> <b>POUTED (13)</b> <b>LUG (13)</b> <b>REBOOT (13)</b> <b>PEERING (13)</b>

# Vocabulary Lists

Chapter 3	Chapter 4
<b>DISCARDED (15)</b> <b>CONSTRUCTION (15)</b> <b>THREATENING (15)</b> <b>FRISBEE (15)</b> <b>HUMILIATION (15)</b> <b>OO-ING AND AH-ING (16)</b> <b>MUTTERED (16)</b> <b>ORDINARY (16)</b> <b>FLOURISH (16)</b> <b>INSTANTLY RECOGNISABLE (17)</b> <b>ENTERPRISES (17)</b> <b>DECISIVE (17)</b> <b>BRAINSTORMING (18)</b> <b>EXPANSE (17)</b> <b>PLOPPING (17)</b> <b>SHUSH (17)</b> <b>NODDING WISELY (19)</b> <b>CODENAME (19)</b> <b>FROWNED (20)</b> <b>AMUSED (20)</b> <b>CONTINENTAL (21)</b> <b>QUOTE (21)</b> <b>RESPONSIBILITY (21)</b> <b>STRESSED (21)</b> <b>EXPENSIVE (22)</b> <b>INHERIT (22)</b> <b>REMOTELY (22)</b> <b>REALISTIC (22)</b> <b>STUPIDIDLY (22)</b> <b>BUCKLED (22)</b> <b>DEFEATED (23)</b>	<b>INCREDIBLY (24)</b> <b>REUNION (24)</b> <b>DJ (24)</b> <b>KNOWINGLY (25)</b> <b>FRANTICALLY (25)</b> <b>EMPTYING (25)</b> <b>CONSUMPTION (25)</b> <b>WISTFULLY (25)</b> <b>ASTHMA (25)</b> <b>CHERUB (26)</b> <b>ACQUAINTANCE (26)</b> <b>TRADITIONAL (26)</b> <b>BRIGHTLY (26)</b> "she said brightly". <b>ALONGSIDE (26)</b> <b>COMFORTABLE (27)</b> <b>DISTRACTED (27)</b> <b>EXPERTLY (27)</b> <b>SUITABLE (28)</b> <b>INCLUSIONS (28)</b> <b>MUTTERED (28)</b> <b>AIMING (29)</b> <b>PINCHED (28)</b> <b>TECHNICALLY (29)</b> <b>SHRUGGED (29)</b> <b>ANNOUNCED (29)</b> <b>"WHIPPING A BRIGHT YELLOW PIECE OF PAPER"</b> <b>(30)</b> <b>REACTION (30)</b> <b>CONTEMPLATED (30)</b> <b>BROKE (31)</b>

# Vocabulary Lists

Chapter 5	Chapter 6
<b>"TOYED WITH HIS FROZEN PEAS" (32)</b> <b>'IMPOSING' NO ENTRY SIGN (32)</b> <b>ABSOLUTE RESPECT (32)</b> <b>'DREADED' SUBJECT (33)</b> <b>ILLEGAL (33)</b> <b>COUNTERFEITING (33)</b> <b>JOLLY ROGER (33)</b> <b>SKULL AND CROSSBONES VARIETY (33)</b> <b>'DASTARDLY' CRIMES (33)</b> <b>MISDEMEANOURS (33)</b> <b>GOAT TRAFFICKING (33)</b> <b>SECRETIVE CLUB (33)</b> <b>COMPLICATED (34)</b> <b>'HEALING THE WOUNDS' (34)</b> <b>BISTRO (34)</b> <b>RESIDE (34)</b> <b>VENUE (34)</b> <b>ENTERPRISES (34)</b> <b>ACCOMPANIED (34)</b> <b>CONTEMPLATED (34)</b> <b>CONVINCED (34)</b> <b>NADA, ZIP, ZILCH (36)</b> <b>'WHOA' (37)</b> <b>ROASTMASTER 3000 (37)</b> <b>ENTIRELY (37)</b> <b>SUPERINTENDENT (38)</b> <b>FUNDRAISING (38)</b> <b>GENIUS (38)</b>	<b>STINKING HOT (39)</b> <b>POT-HOLES (39)</b> <b>AFFORD IT (39)</b> <b>RESTRICTIONS (39)</b> <b>RADITATING (39)</b> <b>GULPED (40)</b> <b>RESEARCH (40)</b> <b>PLASTICKY (40)</b> <b>RADIATING (40)</b> <b>SIPPED (41)</b> <b>MUTTERED (41)</b> <b>NODDING (41)</b> <b>REPLIED (41)</b> <b>POUTED (41)</b> <b>DRAMATIC (41)</b> <b>AFFECTING (42)</b> <b>ARGUMENT (42)</b> <b>NECESSARY (42)</b> <b>DIGNIFIED (42)</b> <b>SQUINTED (42)</b> <b>'CLOUDLESS SKY' (42)</b> <b>PREDICT (42)</b> <b>CUSTOMERS (43)</b> <b>THUMPED (43)</b> <b>FORT (43)</b> <b>FLIPPED (44)</b> <b>HESITATED (44)</b> <b>CARD TABLE (44)</b> <b>APPROACHED (44)</b> <b>FIDDLED (45)</b> <b>REALIZATION (45)</b> <b>DAWNING (45)</b> <b>I BEG YOUR PARDON (45)</b> <b>SUSPICIOUSLY (45)</b> <b>KNOWINGLY (46)</b> <b>SCUMMY (46)</b> <b>APPROVINGLY (74)</b>

## Vocabulary Lists

Chapter 7	Chapter 8
<b>ANNOUNCED (52)</b>	<b>PENNY FARTHING (63)</b>
<b>TOSSING (52)</b>	<b>NOSE CONES (63)</b>
<b>BOUGHT-BROUGHT (53)</b>	<b>BOULEVARD (63)</b>
<b>SOARING (53)</b>	<b>ELOQUENTLY (64)</b>
<b>RIVULETS (53)</b>	<b>WOOING (64)</b>
<b>BLISTERING (53)</b>	<b>COURTING (64)</b>
<b>TRICKLE (53)</b>	<b>INKLING (64)</b>
<b>STRADDLING (54)</b>	<b>MANGLED (64)</b>
<b>'SOFTEN THE MOMENT' (55)</b>	<b>MISBEHAVE (64)</b>
<b>RELUCTANTLY (55)</b>	<b>CAVED (64)</b>
<b>APOLOGISE (56)</b>	<b>INTERWEB (65)</b>
<b>OVERHEADS (58)</b>	<b>FORMATION (65)</b>
<b>PUBLISHING (58)</b>	<b>LEDGER (66)</b>
<b>HOBBY (59)</b>	<b>IMPATIENTLY (67)</b>
<b>GENUINELY (59)</b>	<b>GRIM (67)</b>
<b>GAZETTE (60)</b>	<b>CHUCKLED (68)</b>
<b>POSHEST (60)</b>	<b>NARROWED (68)</b>
<b>HAMMOCK (60)</b>	<b>MURMURED (68)</b>
<b>ELM TREE (60)</b>	<b>EXISTENCE (68)</b>
<b>UNCOMFORTABLE (60)</b>	<b>AWNING (68)</b>
<b>JOURNALIST (61)</b>	<b>BUBBLERS (68)</b>
<b>QUARTERLY (61)</b>	<b>DONATION (69)</b>
<b>EXPLOSIVES (62)</b>	<b>HABITS (69)</b>
	<b>RETIRED (70)</b>
	<b>SOLEMNLY (70)</b>
	<b>PROMISE (70)</b>
	<b>RUMPLED (71)</b>
	<b>CONFUSION (71)</b>
	<b>TROD (72)</b>
	<b>DRIFT (73)</b>
	<b>RIDICULOUSLY (74)</b>
	<b>RESOLUTION (74)</b>
	<b>MANUFACTURING (75)</b>
	<b>BOSS (76)</b>
	<b>SQUEEZED (76)</b>

## Vocabulary Lists

Chapter 9	Chapter 10
<b>WINCING (77)</b> <b>CONFESSED (77)</b> <b>ADMITTED (77)</b> <b>LURKING (77)</b> <b>LEVELLED (78)</b> <b>GAZE (78)</b> <b>CAPER (78)</b> <b>UNPLEASANTLY (78)</b> <b>FRUSTRATION (78)</b> <b>GAZING (79)</b> <b>'STARVING CIRCUS CAT' (79)</b> <b>SCOWLED (79)</b> <b>MUTTERED (79)</b> <b>ADMITTED (79)</b> <b>BEAMED (80)</b> <b>RECALLED (80)</b> <b>EMERGED (80)</b> <b>INCREDIBLY (80)</b> <b>FIERY (81)</b> <b>PRODUCTION (83)</b> <b>FURIOUS (84)</b> <b>INITIATIVE (84)</b> <b>BARGAIN (84)</b> <b>FLICKER (85)</b> <b>ADMIRER (85)</b> <b>EXPRESSION (85)</b> <b>PUZZLED (86)</b>	<b>SELF-CONSCIOUS (87)</b> <b>ALLOCATED (87)</b> <b>LEDGER (87)</b> <b>REASSURING (87)</b> <b>MYSTERIOUS (88)</b> <b>TRAILING (88)</b> <b>PURSED (90)</b> <b>GAGGLE (91)</b> <b>SCOOPED (91)</b> <b>ACHE (92)</b> <b>MURMURED (92)</b> <b>RECKON (92)</b> <b>BROCHURE (92)</b> <b>FREEBIES (93)</b> <b>APPRECIATE (93)</b> <b>ENTIRELY (94)</b> <b>SHRIEKING (94)</b> <b>AMIDST (94)</b> <b>HICCUP (95)</b> <b>ALTERNATIVE (95)</b> <b>ARRANGEMENTS (95)</b>

# Vocabulary Lists

Chapter 11	Chapter 12
<b>CANCELLATION (97)</b> <b>PARTIALLY (97)</b> <b>ADJUSTING (97)</b> <b>CAMPAIGN (98)</b> <b>SHEEPISHLY (99)</b> <b>PILE (99)</b> <b>FROWNED (99)</b> <b>CONSIDERED (100)</b> <b>JABBED (100)</b> <b>HECK (100)</b> <b>CONFESSED (100)</b> <b>USELESS (101)</b> <b>FLAPPING (101)</b> <b>PLUNGED (101)</b> <b>CELLOPHANE (102)</b> <b>FAVOUR (103)</b> <b>DECIPHERED (103)</b> <b>INTERRUPTED (104)</b> <b>ENTERPRISES (104)</b>	<b>FLIPPED (105)</b> <b>DIALED (105)</b> <b>AMOUNTED (105)</b> <b>PROMPTED (106)</b> <b>INVESTED (107)</b> <b>SHRINKING (107)</b> <b>ADVENTURE (108)</b> <b>PUZZLED (108)</b> <b>APPROVINGLY (108)</b> <b>LAD (109)</b> <b>UNZIPPED (109)</b> <b>RUMMAGING (110)</b> <b>EXASPERATION (111)</b> <b>TWINKLED (112)</b>

Chapter 13
<b>ANXIOUS (114)</b> <b>SHRIEKING (114)</b> <b>BEAMED (115)</b> <b>GRIMACING (115)</b> <b>AUDIBLE (115)</b> <b>EMPIRE (116)</b> <b>WORTHWHILE (117)</b> <b>CONDUCTED (117)</b> <b>ORNAMENTAL (118)</b> <b>EVOLVING (119)</b> <b>COLLISION (120)</b>



Name:..... Date:..... Class:.....

## Chapter Vocab Lists

### Chapter 1-6

**Think & Pair:** Record your vocab list for each chapter of the novel *Curtis the Kidpreneur - Codename Hawaii*

<b>Chapter 1</b>	<b>Chapter 2</b>
<b>Chapter 3</b>	<b>Chapter 4</b>
<b>Chapter 5</b>	<b>Chapter 6</b>

Name: ..... Date: ..... Class: .....

## Chapter Vocab Lists

### Chapter 7-13

**Think & Pair:** Record your vocab list for each chapter of the novel *Curtis the Kidpreneur - Codename Hawaii*

<b>Chapter 7</b>	<b>Chapter 8</b>
<b>Chapter 9</b>	<b>Chapter 10</b>
<b>Chapter 11</b>	<b>Chapter 12 &amp; 13</b>

## Vocabulary Activities

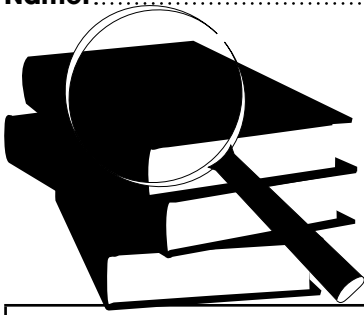
### Curtis the Kidpreneur - Codename Hawaii

#### Suggested activities include:

- Create a **Crossword Puzzle** or a **Wordsearch Puzzle** using the vocab words from the chapter(s).
- Play **Hangman** using the definition of the word as a clue for other players.
- Play a game of **Vocabulary Bingo** - Students can write their vocabulary words in a bingo sheet and teacher or student can call out the words.
- Play **Vocabulary charades** - Students choose words in the vocabulary lists to act out.
- Create an **illustrated dictionary** of the vocabulary words.



**Name:**..... **Date:**..... **Class:**.....



# Word Inspector

Using the novel *Curtis the Kidpreneur- Codename Hawaii*, be a word inspector and explore a chapter at a time the words on your vocabulary list. When you have found the word write the sentence where you found it in the novel.

[illegible]

# Curtis the Kidpreneur - Codename Hawaii

## Reading Response Journal



Name: .....

Class: .....

GO to the  
website for  
your free  
printable  
Kidpreneur  
bookmark

[www.clubkidpreneur.com](http://www.clubkidpreneur.com)

# Reading Response Journal

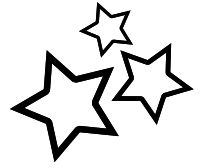
## Curtis the Kidpreneur - Codename Hawaii

[illegible]

Name:..... Date:..... Class:.....

# Quiz It!

Ch 1 & 2



1. Write a description of each character introduced in the novel *Curtis the Kidpreneur - Codename Hawaii* in chapter 1 & 2.

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2. Why were Curtis and Harvey trying to gather lemons from Mr Alderman's tree?

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3. What is Curtis 'tired' of doing? Give examples. Do you think you would feel the same? Why? Why not?

.....

.....

.....

.....



Name: ..... Date: ..... Class: .....

4. What do you think is meant by the phrase, "When life gives you lemons, make lemonade?"  
Why do you think this?

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5. Why is Curtis' mum so tired all the time?

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6. Investigate what the United Nations are and in particular the 'Rights of the Child'.  
Provide a summary of your findings.

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7. What important note did Curtis record in his journal?

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**Name:**..... **Date:**..... **Class:**.....

8. What is Harvey's response to Curtis' Grand Plan?  
How do you think you would have responded if you were Harvey?

.....

.....

9. What does Harvey think about Boof?

.....

.....

.....

10. Does Boof feel the same way about Harvey? What tells you in the novel? Give reasons for your choice.

11. Curtis begins to set some goals in these first two chapters. Why is goal setting so important? Can you recall a time when you set a goal for yourself? Did it work? Explain your answer including examples.

[illegible]

Name: ..... Date: ..... Class: .....

# Quiz It!

Ch 3 & 4



1. Who is Raglan? Describe him.

.....

.....

.....

.....

2. Why does Curtis hide inside his house when it is Garden Festival time?  
What could he have done so he didn't have to hide?

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.....

3. Who was the 'special guest' who announced their visit? What do we learn about this character?

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.....

4. What did Curtis use the piece of timber for that he had carried home on his bike?

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5. What does Curtis call his 'brand'? Have you ever had a brand idea or business idea? Describe it.

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.....

.....

**Name:**..... **Date:**..... **Class:**.....

6. What is a 'codename'? What codename does Curtis invent? Suggest an alternative codename for Curtis' project and give reasons why you think it would be a good choice.

.....

.....

7. What is the 'slogan' Curtis adds to his business brand name?

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.....

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8. What was the outcome of Curtis and Harvey's visit to the travel agent?

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9. Why didn't Curtis have a good nights sleep?

.....

.....

10. Curtis seems focussed on something else after his mum shares with him that Miss Huggins is coming to visit. What is Curtis thinking about?

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.....

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11. Can you remember a time when your mind has been focussed on something so much so that you can't think about anything else? Describe when.

.....

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.....



Name: ..... Date: ..... Class: .....

# Quiz It!

Ch 5 & 6



1. Draw what you think the Curtis Enterprises shed is would look like.

2. Why doesn't Curtis want to spend the evening in the shed?

3. What are some of the potential things Curtis thinks he may be able to sell?  
He listed them under the heading of "what are we selling".

4. Curtis said to Harvey, "Harvey, I think you might be a genius". Why do you think he said that?

5. What is the 'new idea' that Curtis discovers as he drinks his icy cold cordial?

6. What 'tools' or strategies does Curtis and Harvey employ to try and attract attention to their drink stand?

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7. What does Curtis discover about Mr Alderman in this part of the novel?

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8. What does Mr Alderman teach Curtis when he comes over to purchase a cold drink?

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9. What was Curtis' mums response to him selling lemon cordial?

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.....

10. Describe what you notice about Curtis' changing views on Mr Alderman.

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11. If you were Curtis and you were going to start a business to raise money what type of business would you start and why?

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Name: ..... Date: ..... Class: .....

## Quiz It!

Ch 7 & 8



1. What is Harvey's real name? Why is she known as Harvey?  
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2. Should Curtis be responsible for his Mums happiness? Explain your answer.  
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3. What does Boof suggest he can do in trade of a drink? Would you have agreed to let him help if you were Curtis or Harvey? Explain why you think that?  
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.....
4. What does Curtis learn about Mr Alderman?  
.....  
.....
5. Miss Huggins states that her bag is "full of explosives" and then follows this comment up with a remark saying "No sense of irony, that's the problem". What does she mean by this? Define what irony is.  
.....  
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.....  
.....  
.....



6. What are Curtis' first impressions of Miss Huggins? Provide examples.

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7. What does Mr Alderman give Curtis and why?

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8. Who does Harvey speak to? Why does Curtis overact when he hears this?

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9. What does Curtis record from the 'old lady'?

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10. What do Curtis and Harvey ask Boof to do for them? Do you think this is fair? Explain your answer.

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11. Mr Alderman says to Curtis that he is "thinking like a boss". How do you think he shows this?

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12. What type of business do you think Harvey would have started if she needed to make money? Give reasons to support your answer.

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Name: ..... Date: ..... Class: .....

## Quiz It!

Ch 9 & 10



1. What does Miss Huggins suggest that Curtis agrees is a good idea?  
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.....
2. What does Harvey mean when she says to Curtis "why are you gazing in at all that meat like a starving circus cat"?  
.....  
.....  
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3. Why do you think Boof asks Harvey and Curtis to call him by his real name Frank? Do you have a nick name that people call you? Do you like or dislike it? Give reasons for your answer.  
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4. Explain how Curtis, Harvey and Frank felt when they arrived at school to make their badges. Give examples from the text.  
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5. What does Frank do that causes Curtis and Harvey to question his trust?  
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6. How have Harvey's feelings and attitude towards Frank 'Boof' changed?

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7. What does Curtis record in his notebook?

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8. How does Curtis feel after he had spoken to Audrey on the phone?

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9. What is the 'news' that Audrey had to tell Curtis?

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.....

10. Can you think of any possible solutions to the dilemma Curtis is now in?

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11. What was the 'news' that Audrey had to tell Curtis?

.....

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.....

12. Curtis must remain inspired and involved even when he is extremely disappointed.  
What helps him do that?

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Name: ..... Date: ..... Class: .....

# Quiz It!

Ch 11,12 & 13



1. Why is Curtis feeling 'down'?

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.....

2. What happens to change how Curtis is feeling?

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3. Why is Frank upset with Curtis? Do you agree with how Frank is feeling? Why or why not?

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4. Curtis says that "Curtis Enterprises is moving forward". What is happening in the story to cause him to say this?

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5. Do you think Harvey and Frank deserved to be paid? Give reasons.

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6. How could Harvey tell that Curtis was having another one of his 'brilliant ideas'?

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7. At the end of the story Curtis surprises his mum with some special events. Did you expect the sequence of events to occur as they did? Give reasons for your answer.

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8. The last line of the story says "I'd rather be on a beach" Curtis smiled and said "next year you will be, I promise". Do you think this is a good way to finish the story? Why would the author do this? Explain your answer.

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9. What do you think Curtis will do next? Give reasons.

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Name: ..... Date: ..... Class: .....

## Curtis the Kidpreneur - Codename Hawaii

### Character Profile



Eye Colour: .....

Hair Colour: .....

Height: .....

Favourite Colour: .....

What they enjoy: .....

Favourite book: .....

Favourite movie: .....

Favourite television show: .....

The subject enjoyed the most at school: .....

What would they like to be when they grow up and why? .....

.....

Something they are good at: .....

.....

Illustration:

**STUDENT WORKSHEET 5**

Name:..... Date:..... Class:.....

# Create a Bookmark for Curtis the Kidpreneur - Codename Hawaii

**FRONT**

**BACK**

**Summary**

**Title of the book:** .....

**Author:** .....

**Illustrator:** .....

**This bookmark belongs to**

**Image of:**



**Name:**..... **Date:**..... **Class:**.....



# THE DAILY NEWS

Choose a part of the Novel *Curtis the Kidpreneur - Codename Hawaii* and develop a newspaper article about it.

**Headline:**

.....

### Main Story:

[illegible]

**Illustration:**

Patient Information	
First Name	
Last Name	
Room Number	
Phone Number	
Insurance Company	
Insurance Policy Number	
Referring Physician	
Referral Date	
Referral Indication	
Patient History	
Chief Complaint	
History of Present Illness	
Past Medical History	
Past Surgical History	
Family History	
Social History	
Review of Systems	
Physical Examination	
General	
Head	
Eyes	
Ears	
Nose	
Throat	
Heart	
Lungs	
Abdomen	
Genitourinary	
Neurological	
Laboratory and Diagnostic Test Results	
Complete Blood Count (CBC)	
Basic Metabolic Panel (BMP)	
Comprehensive Metabolic Panel (CMP)	
Urinalysis	
Imaging Studies	
X-ray	
Ultrasound	
CT Scan	
MRI	
Treatment and Management	
Medications	
Procedures	
Follow-up	
Physician's Signature	
Signature	
Print Name	
MD	
Nurse's Signature	
Signature	
Print Name	
RN	
Hospital Information	
Hospital Name	
Address	
City	
State	
Zip	
Phone	
Fax	
Website	
Other Information	
Notes	

**Illustration caption:** .....

.....

**Include an ad for Curtis Enterprises below:**

Date	Time	Location	Description

STUDENT WORKSHEET 7

Name:..... Date:..... Class:.....



## Spot the Character



*In Curtis the Kidpreneur - Codename Hawaii*

**List** the main characters in the story:

Which character is your favourite?

**Give reasons** here:

**Novel Title:**

**Author:**

What character traits or personalities do you like?

**List** them here.

Are there any characters that remind you of yourself?

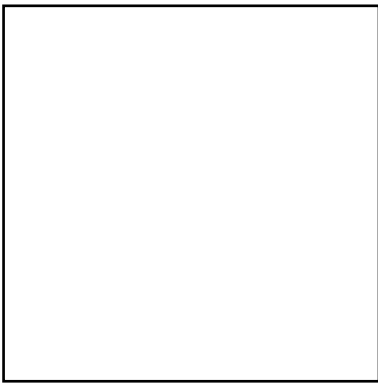
**List** them and describe how they are similar to you.

Name: ..... Date: ..... Class: .....

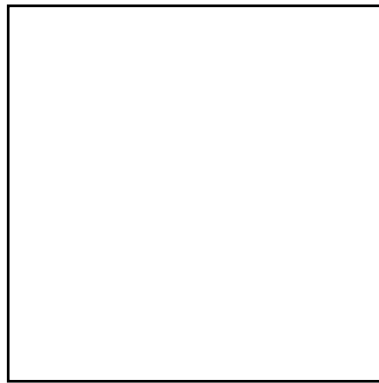
## Be a Cartoonist



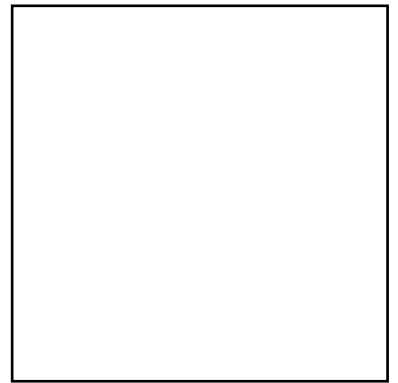
You have the exciting task of creating a cartoon based on a particular scene or incident in the novel *Curtis the Kidpreneur - Codename Hawaii*. Use illustrations and speech bubbles to show characters talking.



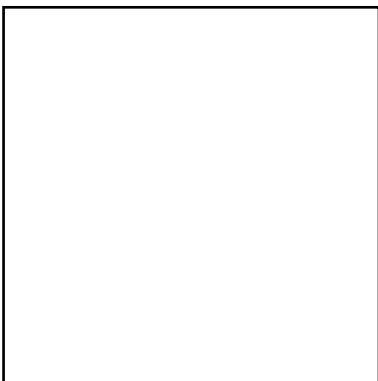
1. ....



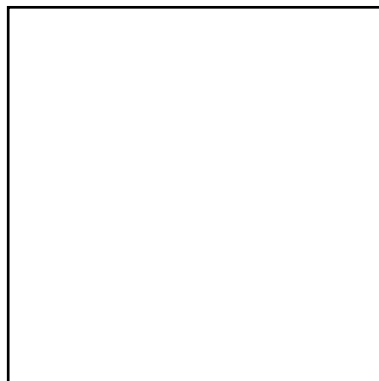
2. ....



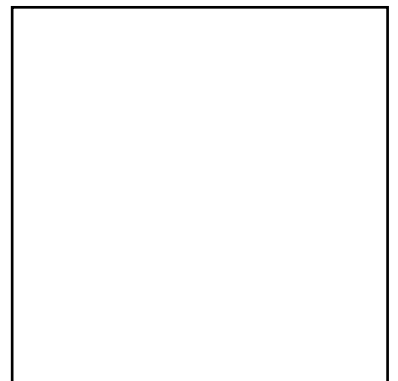
3. ....



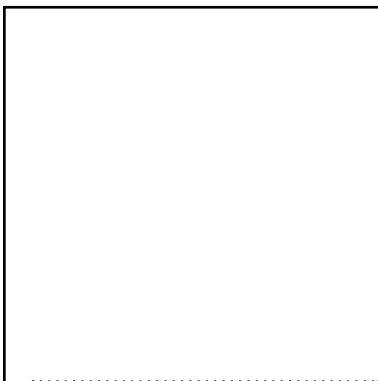
4. ....



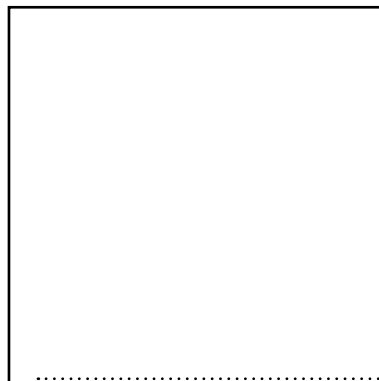
5. ....



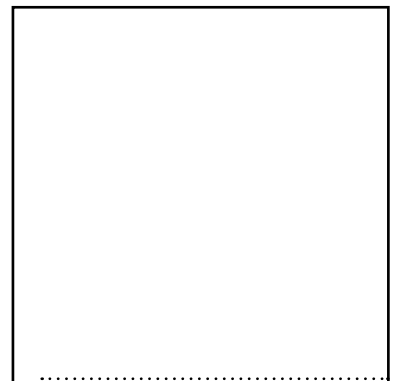
6. ....



7.



8.



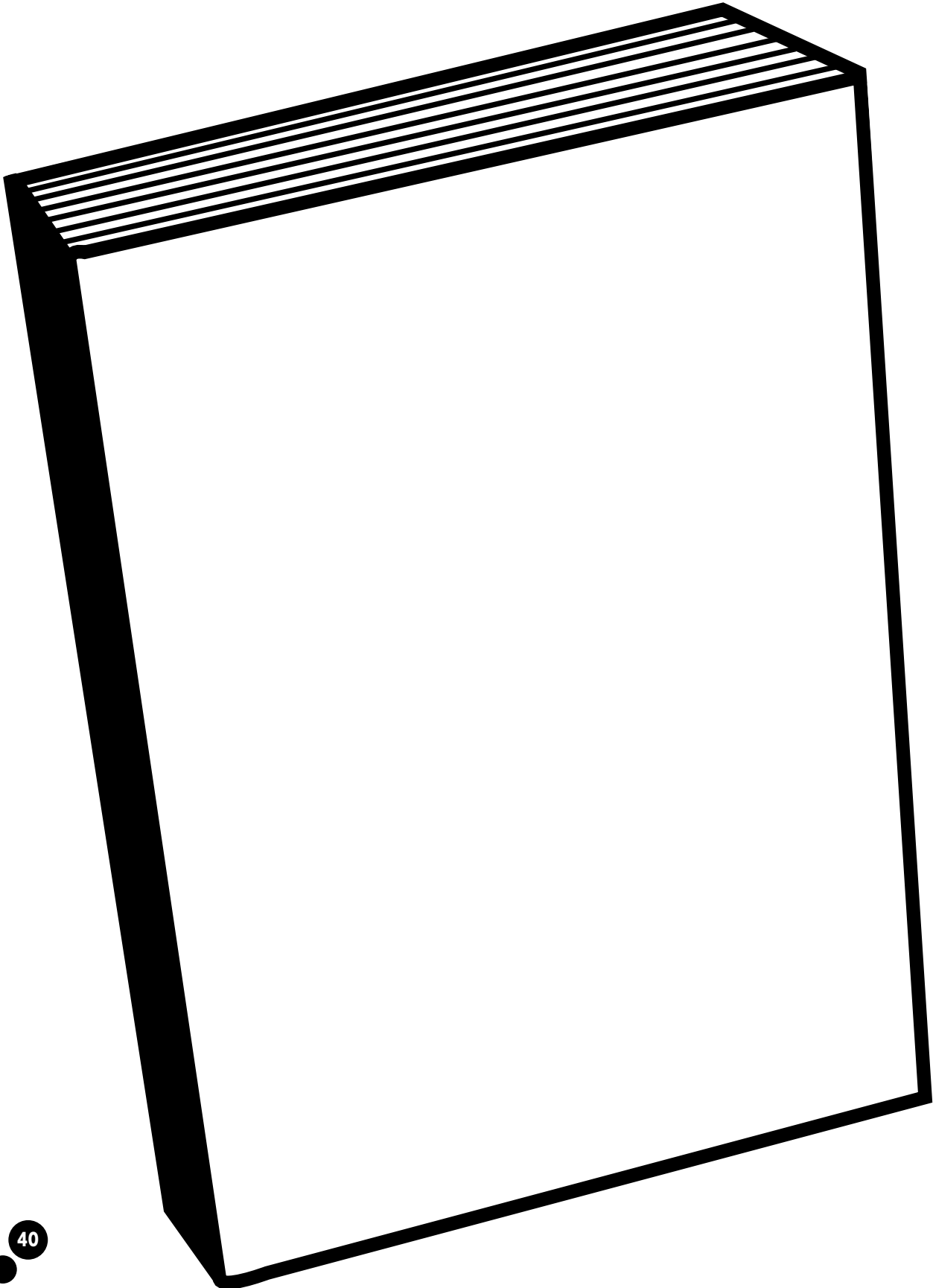
9.

**STUDENT WORKSHEET 9**

**Name:**..... **Date:**..... **Class:**.....

## Be an Illustrator - Design a Cover

Using our knowledge of the Novel *Curtis the Kidpreneur - Codename Hawaii*, to design a new cover for the novel.



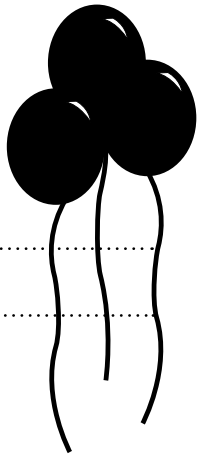
Name: ..... Date: ..... Class: .....

## Surprise Party

Choose a character from the novel *Curtis the Kidpreneur - Codename Hawaii* and plan a surprise birthday party for this character.

Character: ..... From the novel: .....

Describe the personality of the character: .....



## Plan the Party

<b>When:</b>	<b>Where:</b>	<b>Time:</b>
<b>Guests:</b>	<b>Music:</b>	<b>Games:</b>
<b>Food:</b>	<b>Decorations:</b>	<b>Presents:</b>

## STUDENT WORKSHEET 11

Name:..... Date:..... Class:.....

## Character Comparison

Think about the two main characters of the story; Curtis and Harvey. Complete a character comparison on them.

<b>Name:</b>	<b>Name:</b>
<b>Age:</b>	<b>Age:</b>
<b>Gender:</b>	<b>Gender:</b>
<b>Personality:</b>	<b>Personality:</b>
<b>Strengths:</b>	<b>Strengths:</b>
<b>Hobbies &amp; Interests:</b>	<b>Hobbies &amp; Interests:</b>
<b>Independent:</b>	<b>Independent:</b>
<b>Opinions/views:</b>	<b>Opinions/views:</b>
<b>Other:</b>	<b>Other:</b>

Name: ..... Date: ..... Class: .....

## Mega Wordsearch

t	d	s	t	i	u	i	p	e	l	o	o	h	c	s	u	e	u	t	e	t	y	e
i	s	h	i	s	i	g	c	i	a	k	i	d	p	r	e	n	e	u	r	o	g	s
i	e	u	e	r	y	l	l	a	c	i	z	z	i	u	q	c	e	h	r	i	u	e
o	a	s	i	i	y	l	l	u	f	t	h	g	u	o	h	t	v	w	b	s	d	s
e	a	h	d	n	n	y	c	m	m	l	b	i	i	n	p	v	a	r	s	i	p	t
v	m	o	r	e	e	o	b	c	h	a	r	e	i	a	n	r	p	n	s	n	u	e
o	t	i	o	v	t	g	u	i	d	e	e	c	o	e	i	t	o	e	e	b	a	r
i	l	b	r	u	e	a	n	g	g	a	a	n	d	m	h	i	r	f	n	o	a	c
a	e	a	e	o	p	y	e	d	i	l	c	e	l	e	b	r	a	t	i	o	n	d
l	H	d	a	s	u	p	e	r	i	n	t	e	n	d	e	n	t	c	s	t	y	e
i	h	g	c	e	s	l	o	t	c	a	i	f	v	s	o	e	i	d	u	l	s	r
u	l	e	t	n	p	n	y	n	l	r	o	d	e	i	y	t	n	r	b	u	n	p
m	e	s	i	g	o	l	o	p	a	a	n	n	t	m	t	a	g	i	o	s	g	p
i	m	u	o	i	c	o	m	p	l	i	c	a	t	e	d	e	d	m	i	g	n	o
s	a	y	n	c	s	e	s	i	r	p	r	e	t	n	e	e	r	h	e	a	i	r
d	n	u	k	e	t	n	l	e	m	o	n	a	d	e	r	o	e	c	t	s	g	t
o	e	s	d	n	v	b	r	e	p	l	a	y	t	c	n	o	a	s	e	r	n	s
r	d	n	o	i	t	a	m	r	o	f	n	i	n	e	g	t	d	p	k	s	i	i
e	o	c	w	a	c	c	o	m	p	a	n	i	e	d	g	p	e	i	o	t	h	b
b	c	l	o	o	h	c	s	i	s	u	i	t	a	b	l	e	d	o	r	e	w	n
o	u	u	s	l	r	u	y	n	l	n	r	e	e	a	o	n	v	u	b	r	d	r
o	u	y	o	i	u	f	s	b	n	w	c	g	n	r	e	y	C	c	e	d	o	f
t	s	b	r	r	e	b	o	l	o	d	p	o	c	a	e	t	o	m	l	s	a	c

enormous  
quizzically  
vegetarian  
kidpreneur  
corporation  
Curtis  
Harvey  
souvenirs  
badges  
school  
business  
ledger  
reunion

misdeemeanours  
dreaded  
secretive  
complicated  
profit  
lemonade  
enterprises  
bistro  
contemplated  
accompanied  
superintendent  
genius  
venue

residue  
frowned  
codename  
reaction  
broke  
news  
celebration  
birthday  
shush  
suitable  
badge  
incredibly  
information

evaporating  
whinging  
technicality  
apologise  
reboot  
glum  
thoughtfully  
create  
plan  
corridor  
reaction  
school

## STUDENT WORKSHEET 13

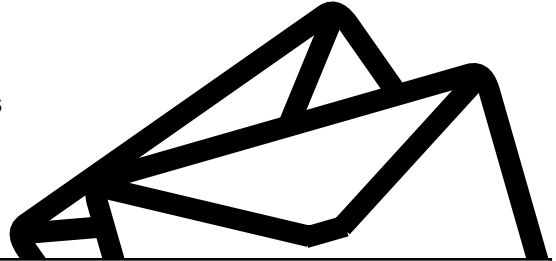
Name:..... Date:..... Class:.....

## You've Got Mail

Write an **email** to one of Curtis' or Harvey's friends. (You are Curtis or Harvey so you need to write in the 1st person).

Think about including the following:

- Thoughts about your new business idea
- Expanding your business ideas to other regions or schools
- Customer feedback or satisfaction on your product



<b>To:</b>
<b>From:</b>
<b>Subject:</b>
<b>Attachments:</b>
<b>Message:</b>

**SEND**



Name: ..... Date: ..... Class: .....

## What's Your Rating?

Choose a character from the Novel *Curtis the Kidpreneur - Codename Hawaii* and rate what you think about them.

Characters name:

	NEVER	SOMETIMES	OFTEN	ALWAYS
OUTSPOKEN				
HAPPY				
CONFIDENT				
CARING				
COMMUNICATOR				
RISK TAKER				
HELPER				
INNOVATIVE				
THINKER				

Characters name:

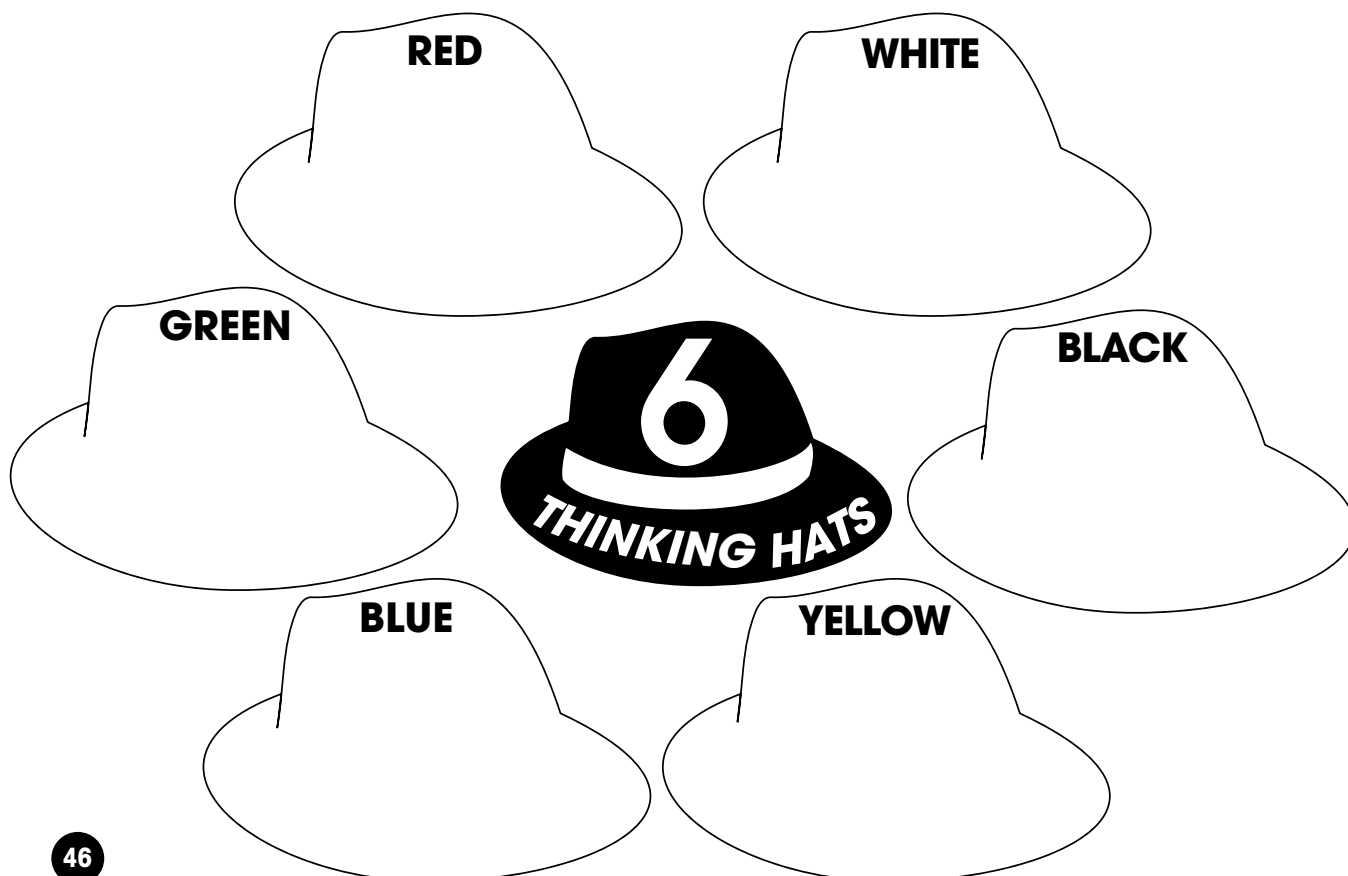
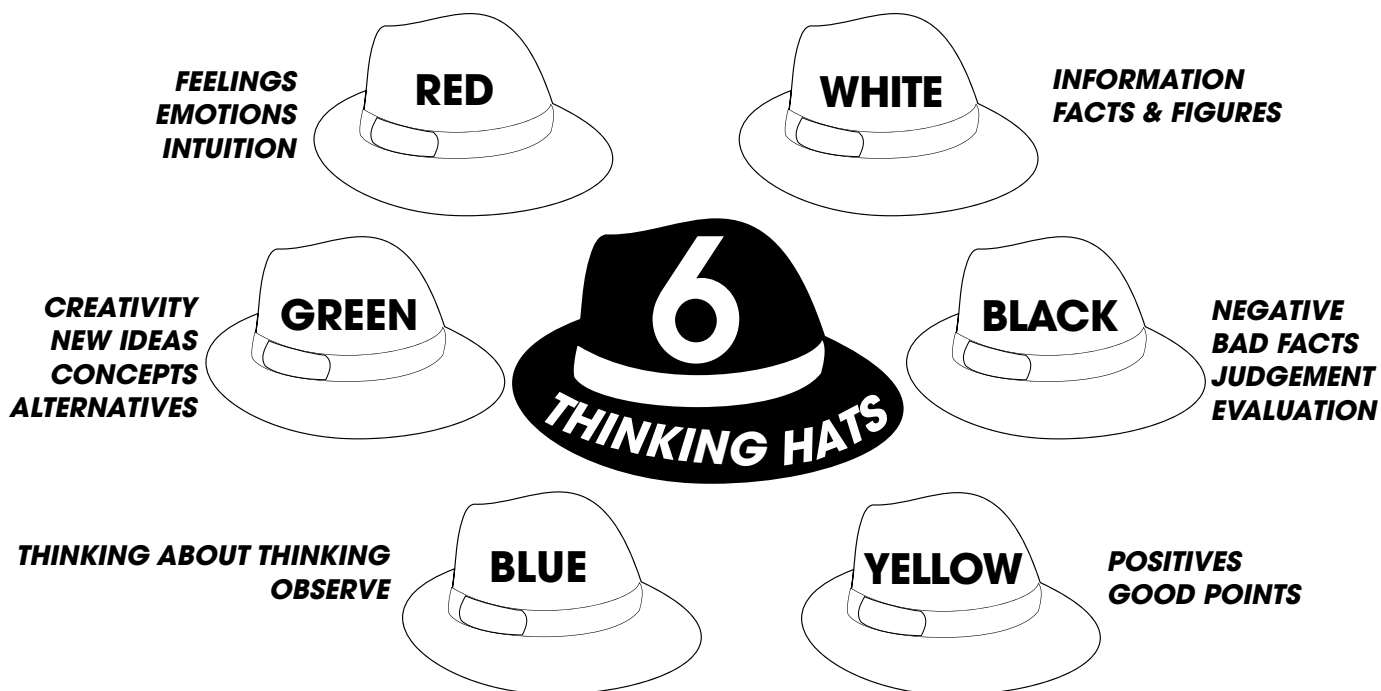
	NEVER	SOMETIMES	OFTEN	ALWAYS
OUTSPOKEN				
HAPPY				
CONFIDENT				
CARING				
COMMUNICATOR				
RISK TAKER				
HELPER				
INNOVATIVE				
THINKER				

STUDENT WORKSHEET 15

Name:..... Date:..... Class:.....

## 6 Thinking Hats

Study the 6 Thinking Hats below then Reflect on *Curtis the Kidpreneur - Codename Hawaii*.  
Think about the chapter you have just read and record some thoughts in the hats below.



Name: ..... Date: ..... Class: .....

## Add a New Character



Think about the characters in the novel *Curtis the Kidpreneur - Codename Hawaii*.  
Add a new character to the novel. What would you have them do in the story?

Character name: ..... Nick name: .....

Age: .....

Relationship to other characters in the story: .....

Boy/girl: ..... Eye colour: .....

Hair colour: ..... Favourite colour: .....

What they enjoy: .....

Favourite movie: ..... Favourite television show: .....

The subject enjoyed the most at school: .....

What would they like to be when they grow up and why? .....

.....

Something they are good at: .....

Illustration:

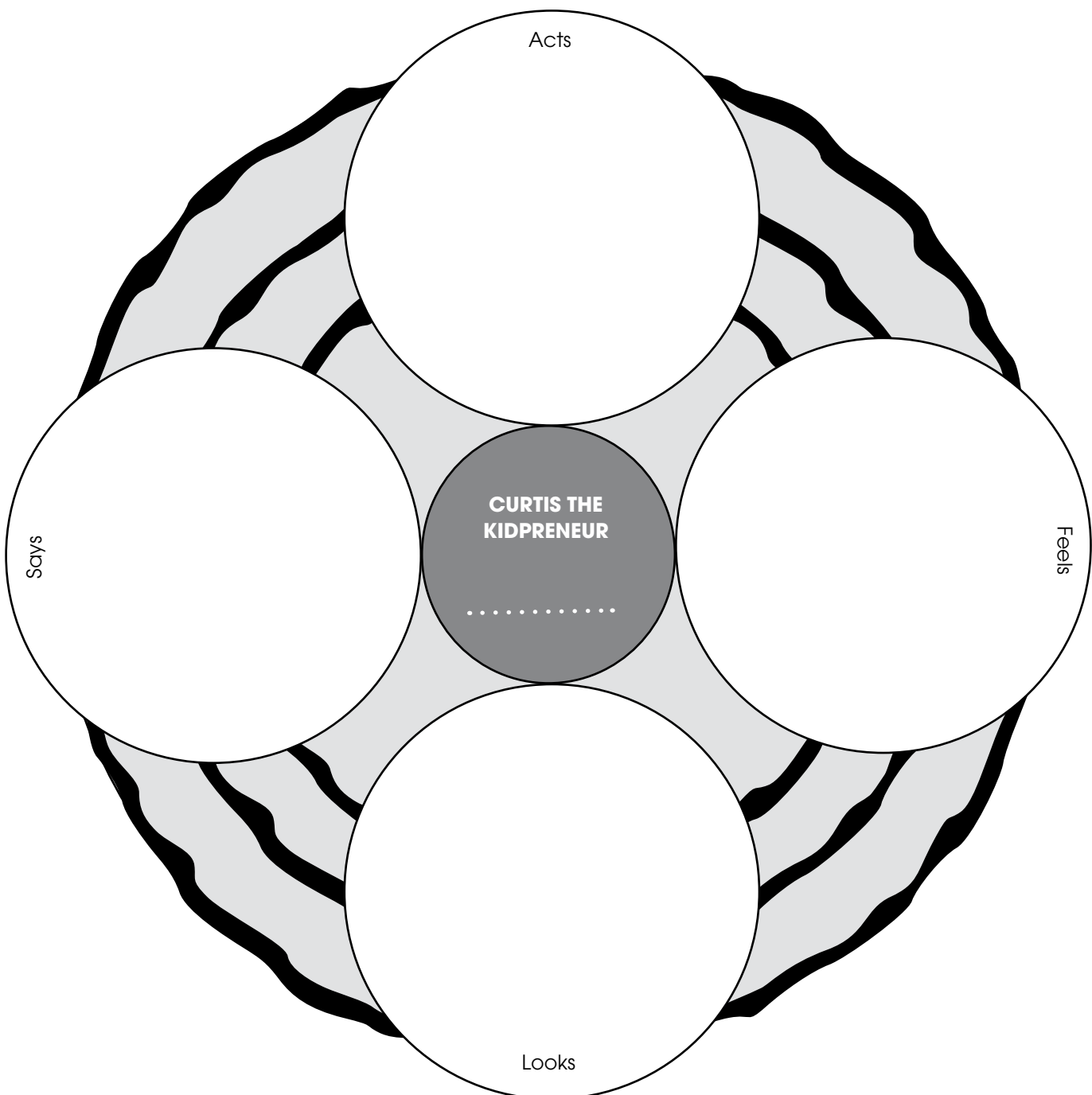
STUDENT WORKSHEET 17

Name:..... Date:..... Class:.....

# Character Web

A character web is a detailed profile of a character. Think about the different characters in *Curtis the Kidpreneur - Codename Hawaii* and develop a character web below.

1. Write the name of the character in the centre.
2. Describe the character's trait one trait at a time.
3. Explain the event in the story when this particular trait was evident in your character. Provide the novel page numbers with your examples.



**Name:**..... **Date:**..... **Class:**.....

# Endings



Create a different ending for the novel *Curtis the Kidpreneur - Codename Hawaii* or write an additional chapter.

[illegible]

**STUDENT WORKSHEET 19**

Name:..... Date:..... Class:.....

## Quiz it!

Develop a set of Quiz question cards based on the novel *Curtis the Kidpreneur - Codename Hawaii* write the answers on the back. Quiz someone who has read the book.

**CURTIS THE KIDPRENEUR QUIZ CARD**

Created by: .....

**CURTIS THE KIDPRENEUR QUIZ CARD**

Created by: .....

**CURTIS THE KIDPRENEUR QUIZ CARD**

Created by: .....

**CURTIS THE KIDPRENEUR QUIZ CARD**

Created by: .....

**CURTIS THE KIDPRENEUR QUIZ CARD**

Created by: .....

**CURTIS THE KIDPRENEUR QUIZ CARD**

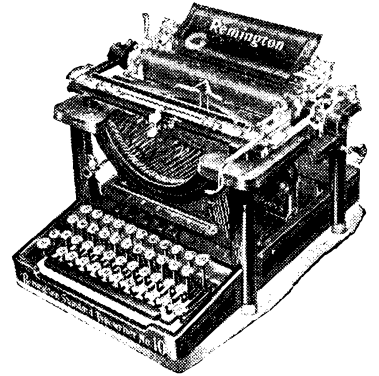
Created by: .....



Name: ..... Date: ..... Class: .....

## Create a Newspaper

Using the highlights of the chapter you have just read or the entire novel write a newspaper article on *Curtis the Kidpreneur - Codename Hawaii*. Think about gathering information in the following areas before putting your newspaper together.



Name your newspaper: .....

Date, edition: .....

Main headlines: .....

.....

Article 1: .....

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Article 2: .....

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Article 3: .....

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Illustrations: .....

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Interesting Facts or Trivia: .....

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## STUDENT WORKSHEET 21

**Name:**..... **Date:**..... **Class:**.....

# The Curtis News

# Breaking Headlines

[illegible]

Newspaper written by:

.....

.....



Name:..... Date:..... Class:.....

## Chapters

Write a short summary at the end of each chapter of the novel Curtis the Kidpreneur.

**CHAPTER 1:** When Life Gives You Lemons**CHAPTER 2:** A Grand (half-baked) Idea**CHAPTER 3:** Curtis Gets a Brand**CHAPTER 4:** Dried Up Ideas**CHAPTER 5:** The Start of Something Big?**CHAPTER 6:** Grabbing at Chances

**STUDENT WORKSHEET 22 PAGE 2**

**Name:**..... **Date:**..... **Class:**.....

**CHAPTER 7:** A House Guest Arrives

**CHAPTER 8:** Thinking Like a Boss

**CHAPTER 9:** Day of the Badges

**CHAPTER 10:** Changes in Direction

**CHAPTER 11:** Finding Another Way

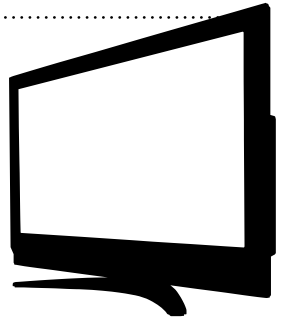
**CHAPTER 12:** The Final Touches

**CHAPTER 13:** When a Plan Comes Together

Name: ..... Date: ..... Class: .....

## Power It!

Develop a short PowerPoint presentation about the novel  
*Curtis the Kidpreneur - Codename Hawaii*.  
The presentation should be at least 15 slides and should discuss the setting,



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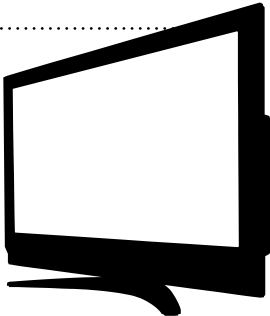
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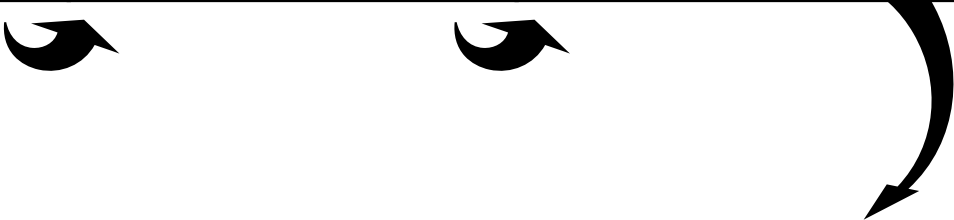
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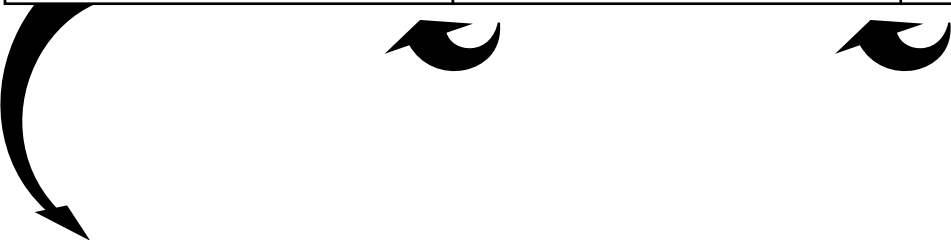
**Name:**..... **Date:**..... **Class:**.....



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Name: ..... Date: ..... Class: .....

## Write Right



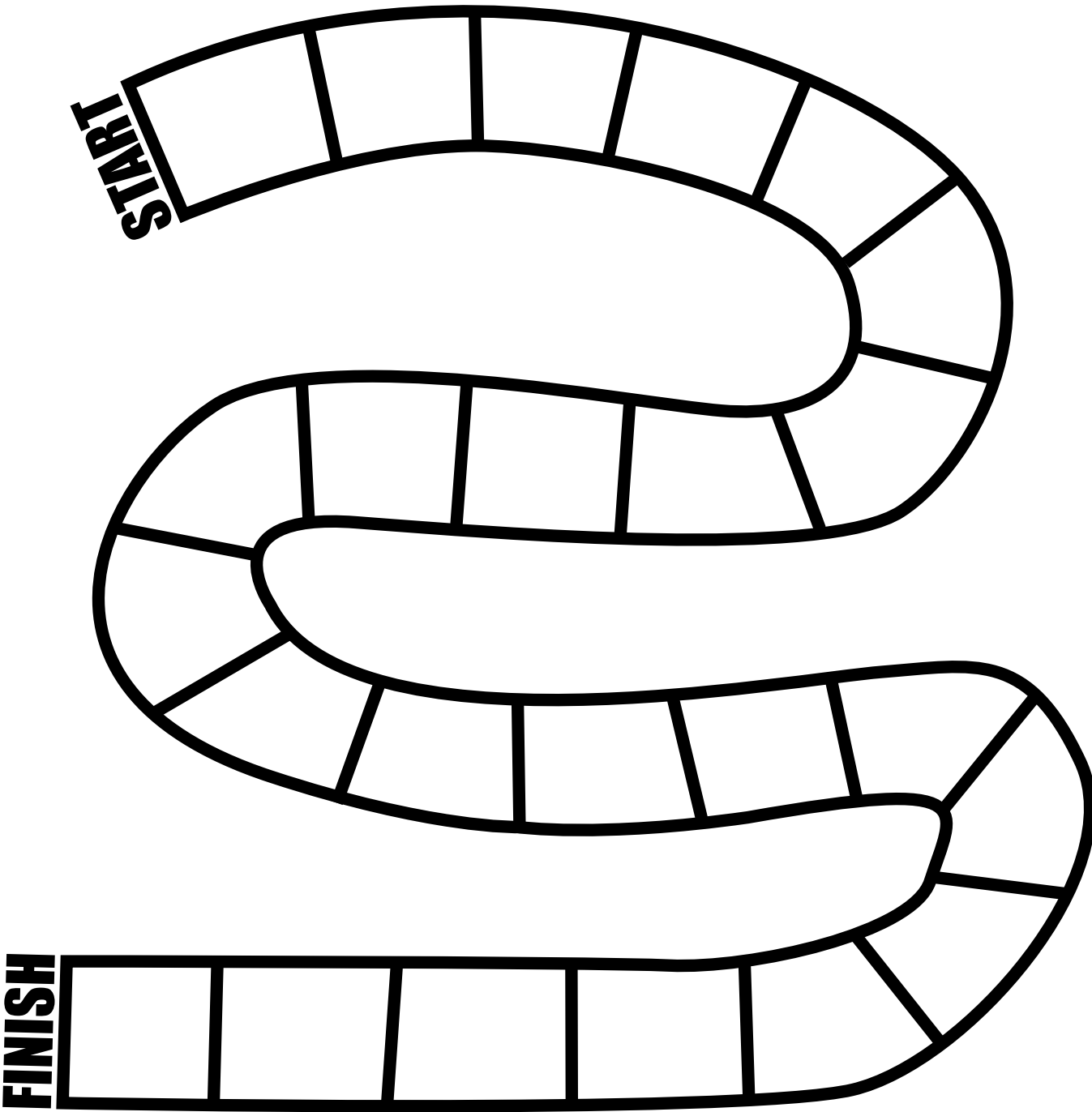
Write a junior version of the novel *Curtis the Kidpreneur - Codename Hawaii* for young children. Use the same theme and characters but make them simpler. Don't forget illustrations! Use the structure below to plan your novel.

**NOVEL TITLE:****AUTHOR:****ILLUSTRATOR:****CHARACTERS:****SETTING:****STORY SUMMARY:**

Name:..... Date:..... Class:.....

Board Game

Make a board game that relates to the novel *Curtis the Kidpreneur - Codename Hawaii*.



**Name:**..... **Date:**..... **Class:**.....

## Interview the Character

Write an interview with one of the characters from the novel  
*Curtis the Kidpreneur - Codename Hawaii*.  
As the interviewer, make sure you ask questions that reveal their personality,  
thoughts, goals, likes and dislikes and family.

## Examples of Character Interview Questions

1. What is your favourite food?
2. Which subject do you enjoy most at school?
3. How many businesses do you have now?
4. What would you encourage other kids to do who are starting a business?
5. What are your hobbies?

Record some of your own questions below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**STUDENT WORKSHEET 27****Name:**..... **Date:**..... **Class:**.....

## Create a Mural

On a large piece of butcher paper or cardboard, create a mural. It may display a scene or a theme or both or something else from the novel *Curtis the Kidpreneur - Codename Hawaii*. Sketch your plan below.



Name:..... Date:..... Class:.....

## What's Your Occupation?

Choose an occupation for each of the characters in the novel *Curtis the Kidpreneur - Codename Hawaii* and write a letter of application.

**NAME OF APPLICANT:****POSITION APPLIED FOR:****CHARACTER TRAITS:****LETTER OF APPLICATION:**

To Whom it may concern,

Yours sincerely,

STUDENT WORKSHEET 29

Name:..... Date:..... Class:.....

# Write a Cinquain



Write a Cinquain about the character in the novel *Curtis the Kidpreneur - Codename Hawaii*.

.....  
Noun

.....  
Adjective

.....  
Adjective

.....  
Adjective

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Adjective

.....  
Adjective

.....  
Verb

.....  
Verb

.....  
Verb

.....  
Verb

.....  
Adjective

Name: ..... Date: ..... Class: .....

## Write an Acrostic Poem



Curtis and Harvey are the key characters in the novel *Curtis the Kidpreneur - Codename Hawaii*.  
Create an accurate acrostic poem about them.

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A  
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V  
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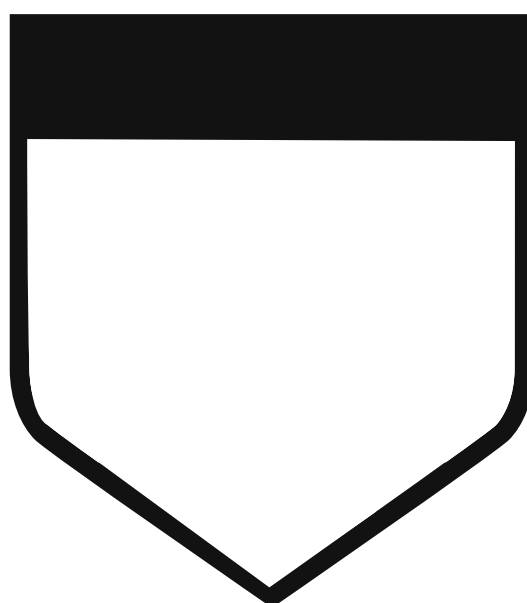
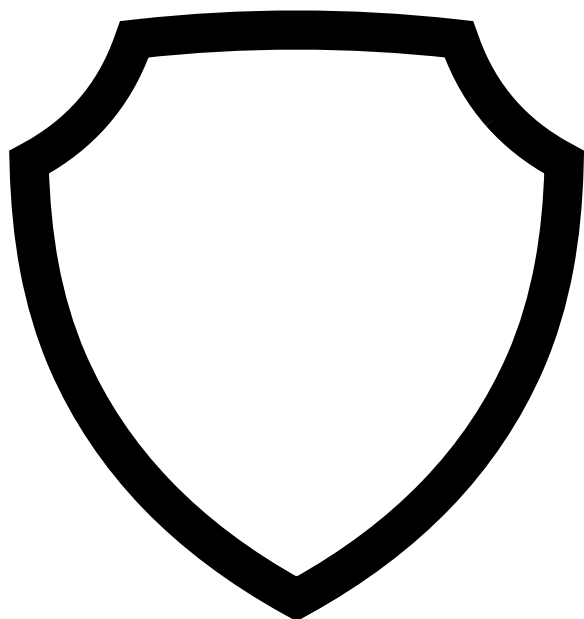
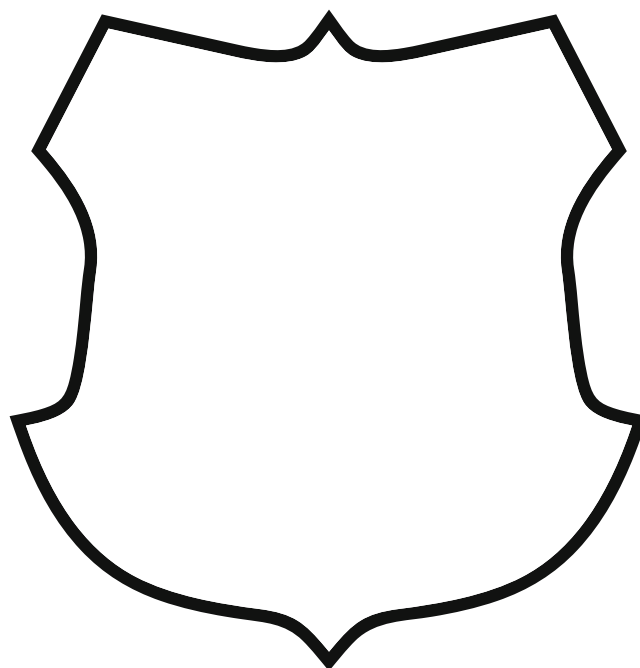
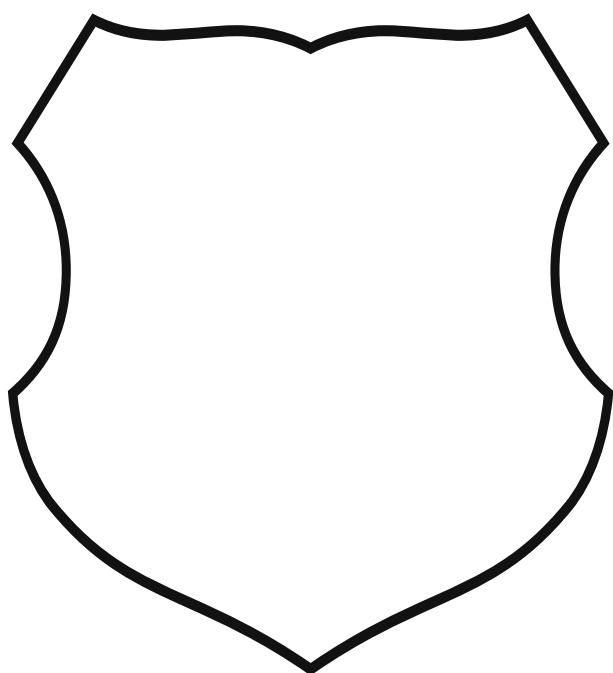


## STUDENT WORKSHEET 31

Name:..... Date:..... Class:.....

## Motto

A motto is a word or a phrase that describes what a person or group (family, school etc) live by.  
Record your school motto below. Create some possible mottos that some of the characters in the novel  
*Curtis the Kidpreneur - Codename Hawaii* could live by.



Name: ..... Date: ..... Class: .....

## Storyboard

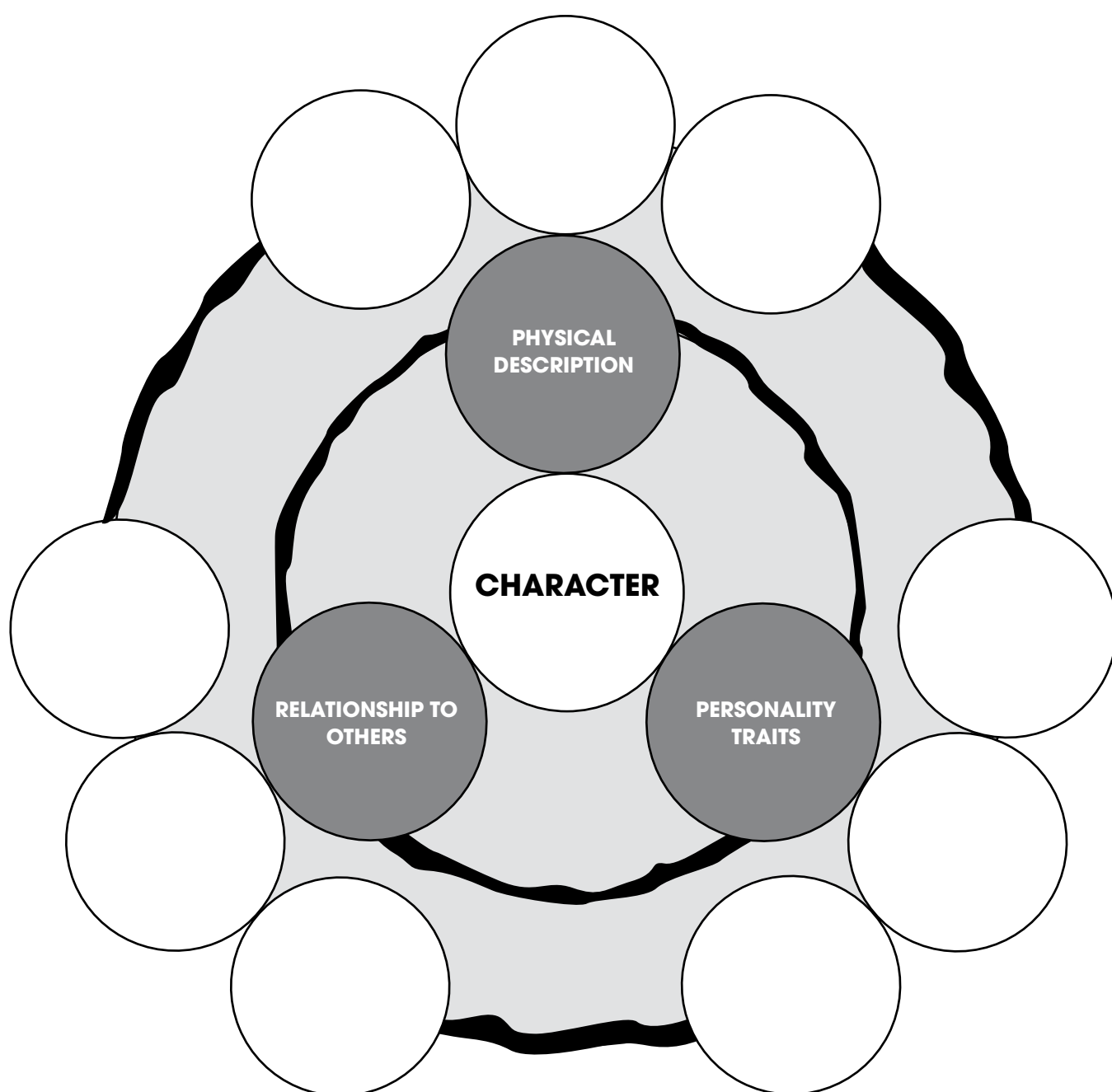
A storyboard is a graphic, sequential depiction of a narrative. Recall the major events in the novel *Curtis the Kidpreneur - Codename Hawaii*, then illustrate the events in the squares provided.


STUDENT WORKSHEET 33

Name:..... Date:..... Class:.....

# Character Web

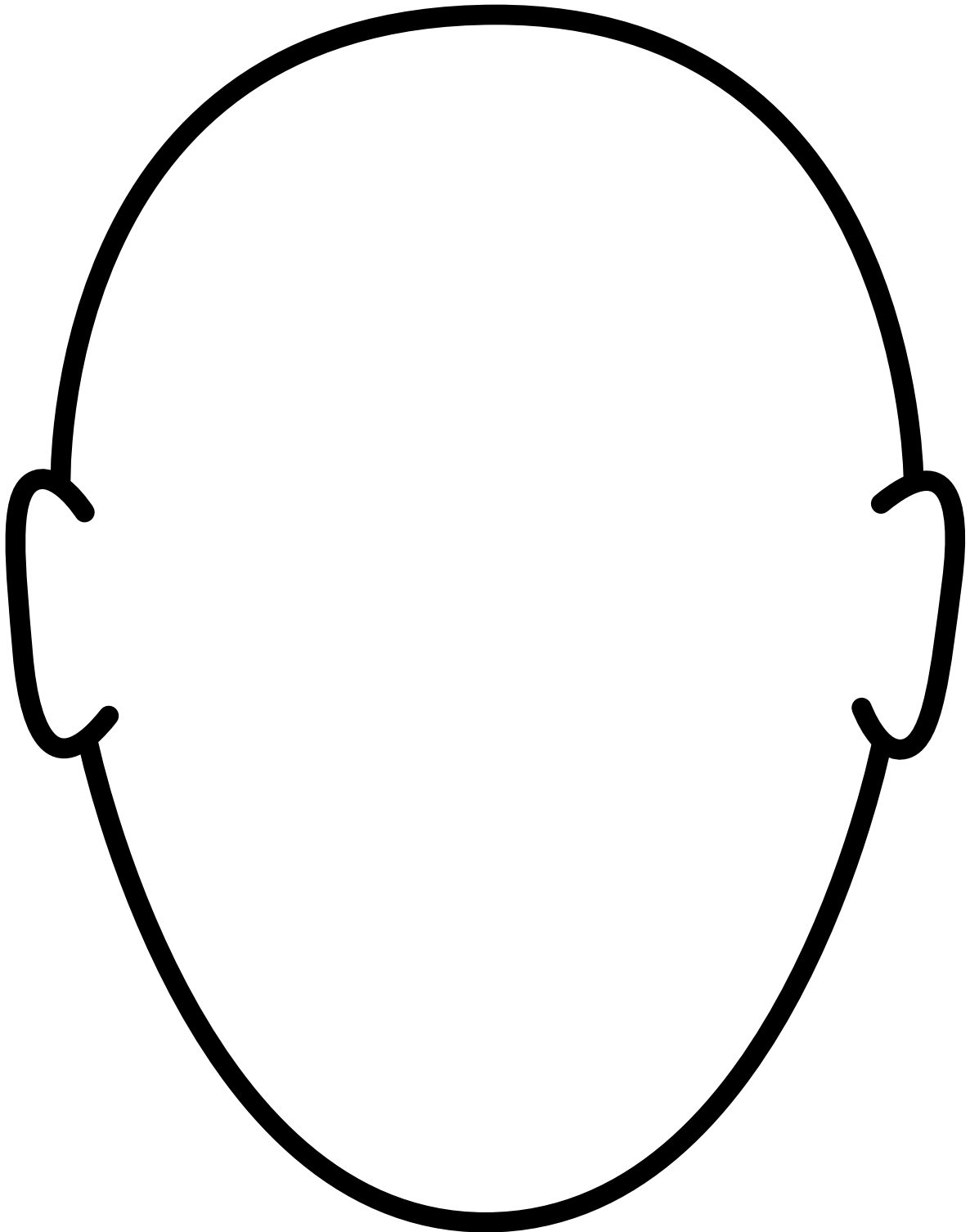
Write the name of one of the characters in *Curtis the Kidpreneur - Codename Hawaii* in the centre.  
Write the words that describe your character in each of the connecting circles.



Name: ..... Date: ..... Class: .....

## What's on their Mind?

Choose one of the characters in *Curtis the Kidpreneur - Codename Hawaii* and develop a mind map of all the things they may be thinking.

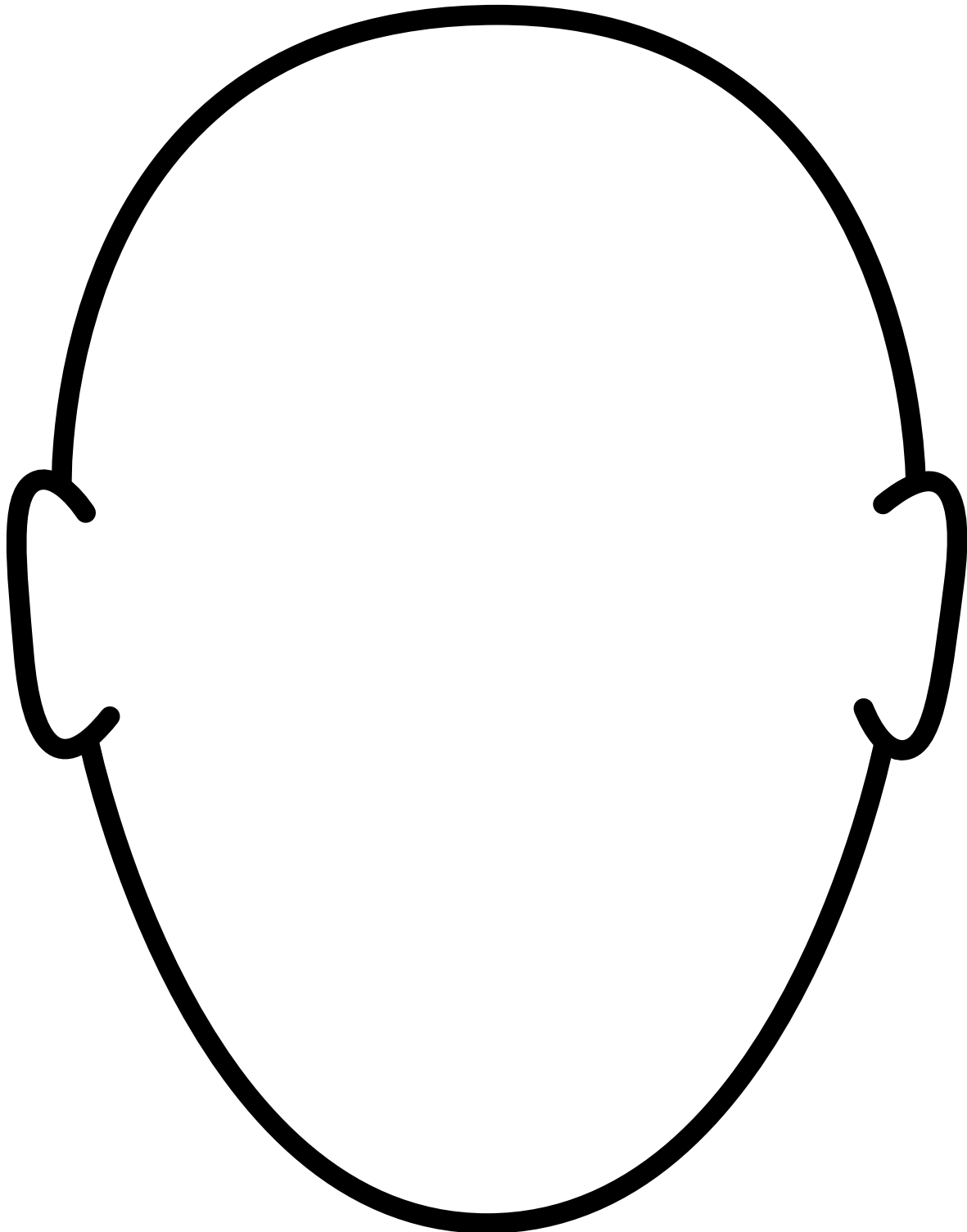


STUDENT WORKSHEET 35

Name:..... Date:..... Class:.....

## What's on your Mind?

Think about the business adventure Curtis went on in the novel *Curtis the Kidpreneur - Codename Hawaii*.  
Have you had some thoughts on how you might start your own business?  
Record what's on your 'business mind' below.





Name: ..... Date: ..... Class: .....

## Wanted!

Think about one of the characters in the novel *Curtis the Kidpreneur - Codename Hawaii*.  
Design a 'wanted' poster for the character using Student Worksheet #37.

**Include:**

- **Why:** why are they wanted? For something good or bad?
- **Description:** height, weight, skin colour, eye colour, hair colour, special habits such as walking or talking, special marks such as birth mark or scars.
- **Seen:** When was your character last seen and where? Who said?
- **Reward:** What type of reward are you willing to offer for someone to find them?

STUDENT WORKSHEET 37

Name: ..... Date: ..... Class: .....

Wanted!

**WANTED**

Wanted for: .....

.....

Description: .....

Eye colour: .....

Hair colour: .....

Skin tone: .....

Height: .....

Weight: .....

Marks: .....

Habits: .....

.....

Last seen: .....

.....

**REWARD**

Name: ..... Date: ..... Class: .....

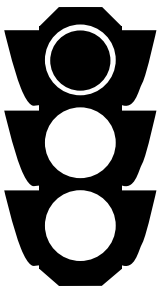
## Ready - Set - Go

with Curtis the Kidpreneur

Now that you have read the story *Curtis the Kidpreneur - Codename Hawaii* summarise how he set up his business in each of the stages



In the space below summarise what Curtis did in each of these stages.



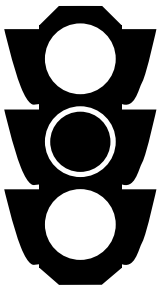
**ready**  
**Inspired**

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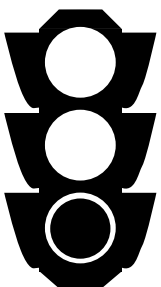
**set**  
**Informed**

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**go**  
**Involved**

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STUDENT WORKSHEET 39

Name:..... Date:..... Class:.....

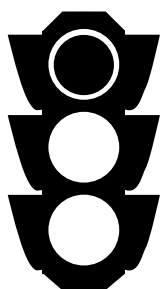
# Ready - Set - Go

with Curtis the Kidpreneur

Now that you summarised how Curtis set up his business using the three steps.  
Think about ways you may like to start your own business. Record your ideas below.  
For more information visit: [www.clubkidpreneur.com](http://www.clubkidpreneur.com)



In the space below summarise what Curtis did in each of these stages.



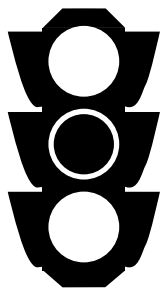
**ready**  
**Inspired**

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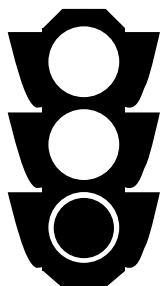
**set**  
**Informed**

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**go**  
**Involved**

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Name: ..... Date: ..... Class: .....

## Ready - Set - Go

with Curtis the Kidpreneur

# ready Inspired

Remember that 'READY' is all about being **inspired**. There are **three** elements in the ready stage. Curtis completed these elements in his business in the novel *Curtis the Kidpreneur - Codename Hawaii*. Define what Curtis did in each of these elements.

### 1. GOAL

What is the goal that inspires you to get into business ie what would you like to buy?

### 2. BUSINESS

What type of business would you like to start?

### 3. BRAND

What is the name and logo of your business?

### 1. GOAL

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.....

.....

.....

### 3. BRAND

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### 2. BUSINESS

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.....

For more information visit: [www.clubkidpreneur.com](http://www.clubkidpreneur.com)

# ready Inspired

Name: ..... Date: ..... Class: .....

## Ready - Set - Go with Curtis the Kidpreneur

Now think about your business idea. Take a moment and think about the ready stage of your own business.

### 1. GOAL

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### 2. BUSINESS

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### 3. BRAND

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Name: ..... Date: ..... Class: .....

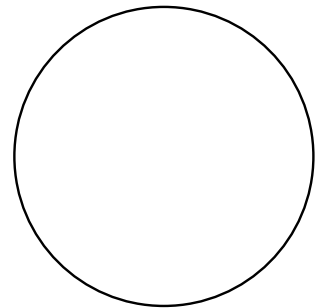
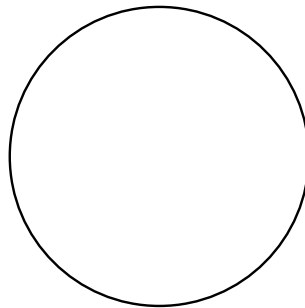
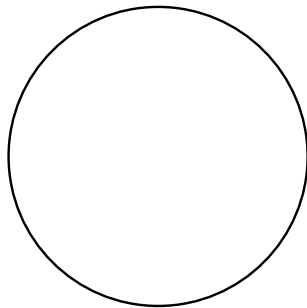
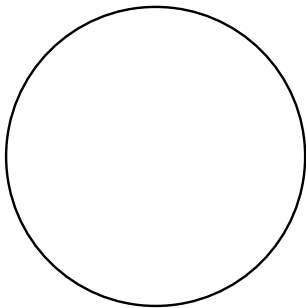
## Ready - Set - Go

with Curtis the Kidpreneur

# set

## Informed

Remember that 'SET' is all about being **informed**. There are **four** elements in the SET stage. Curtis completed these elements in his business in the novel *Curtis the Kidpreneur - Codename Hawaii*. Define what Curtis did in each of these elements.

**WHO**

Who will you sell it to?

**WHAT**

What are you selling?

**WHY**

Why would customers buy?

**HOW**

How will you produce?  
How much will it cost?  
How much will you sell it for?



WHO	WHAT	WHY	HOW

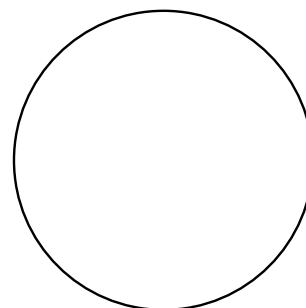
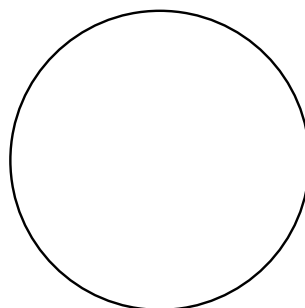
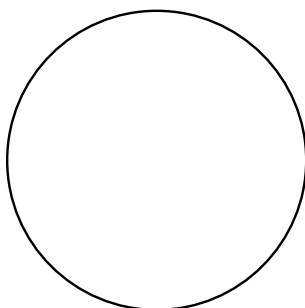
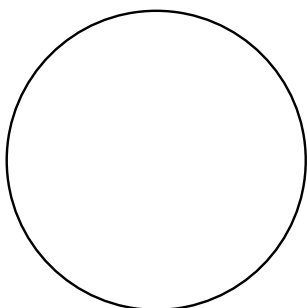
STUDENT WORKSHEET 43

Name:..... Date:..... Class:.....

Ready - Set - Go  
with Curtis the Kidpreneur

*set*  
**Informed**

Now have a think about your own business.  
Complete the table below including all the elements you need for your business in the SET stage.



**WHO**

Who will you sell it to?

**WHAT**

What are you selling?

**WHY**

Why would customers  
buy?

**HOW**

How will you produce?  
How much will it cost?  
How much will you sell  
it for?



WHO	WHAT	WHY	HOW

For more information visit: [www.clubkidpreneur.com](http://www.clubkidpreneur.com)



Name: ..... Date: ..... Class: .....

## Ready - Set - Go

with Curtis the Kidpreneur

# go Involved

Remember that 'GO' is all about being involved. There are three elements in the GO stage. 'financial, selling and experimenting'. Curtis completed these elements in his business in the novel *Curtis the Kidpreneur- Codename Hawaii*. Define what Curtis did in each of these elements. For more information visit: [www.clubkidpreneur.com](http://www.clubkidpreneur.com) for free prizes and information.

<div data-bbox="172 1317 225 1630" data-label="Section-Header"> <h3>FINANCIALS</h3> </div> <div data-bbox="236 1283 564 1917" data-label="Form"> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>	<div data-bbox="624 1317 676 1518" data-label="Section-Header"> <h3>SELLING</h3> </div> <div data-bbox="687 1283 1016 1917" data-label="Form"> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>	<div data-bbox="1083 1317 1136 1720" data-label="Section-Header"> <h3>EXPERIMENTING</h3> </div> <div data-bbox="1147 1283 1476 1917" data-label="Form"> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>
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STUDENT WORKSHEET 45

Name: ..... Date: ..... Class: .....

# Ready - Set - Go

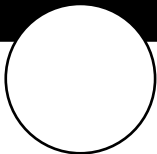
with Curtis the Kidpreneur



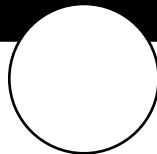
Now think about your own business.

Complete the table below including all the elements you need for your business in the GO stage.  
For more information visit: [www.clubkidpreneur.com](http://www.clubkidpreneur.com)

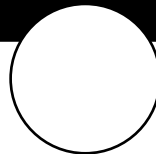
**FINANCIAL** What is your profit and loss? What other financial factors are there?



**SELLING** Decide between a market, stall at your house, letter box drops or online. How is it best to sell your product?



**EXPERIMENTING** Use effort to ensure you get out what you put in. Experiment with different selling techniques. How is it best to sell?



<div data-bbox="106 1317 162 1599" data-label="Section-Header"> <p><b>FINANCIAL</b></p> </div> <div data-bbox="172 1281 501 1912" data-label="Form"> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>	<div data-bbox="557 1317 612 1523" data-label="Section-Header"> <p><b>SELLING</b></p> </div> <div data-bbox="624 1281 952 1912" data-label="Form"> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>	<div data-bbox="1013 1317 1069 1720" data-label="Section-Header"> <p><b>EXPERIMENTING</b></p> </div> <div data-bbox="1080 1281 1409 1912" data-label="Form"> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>
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**Name:**..... **Date:**..... **Class:**.....

# Ready - Set - Go

with Curtis the Kidpreneur



Think about your profit and loss for your business. On the table below or in an Excel spreadsheet review your profit and loss.

For more information visit:  
[www.clubkidpreneur.com](http://www.clubkidpreneur.com)

Trading Currency  
AUS \$

[illegible]

### Sales Forecast Week 1 of Trading

Items sold	Amount	Price per unit	TOTAL (auto add)
<b>TOTAL (auto add)</b>			

## STUDENT WORKSHEET 47

Name:..... Date:..... Class:.....

## ACT IT!

Now you have finished reading the novel *Curtis the Kidpreneur – Codename Hawaii*, develop a play or skit that shows highlights of Curtis' business journey or share his story. Use the planning sheet below as a guide.

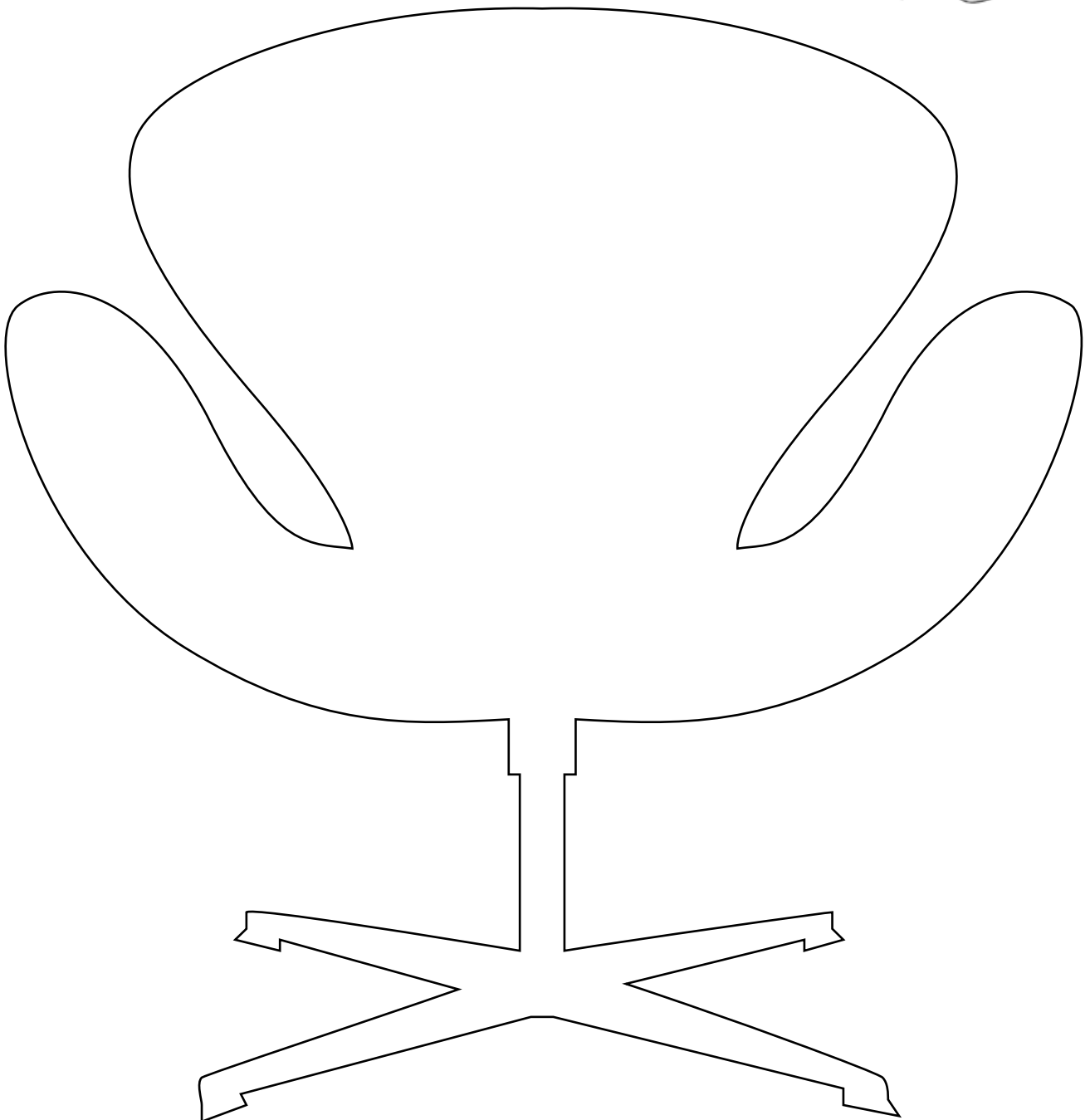
**Novel: *Curtis the Kidpreneur- Codename Hawaii*****Title of Play:****Characters:****Setting:****Scene:****Props:****Act breakdown:**

Name:..... Date:..... Class:.....

## Hot Seat

In your reading group nominate one person to Hot Seat characters from the story *Curtis the Kidpreneur- Codename Hawaii*. Remember when you are in the Hot Seat you take on the characters personality and traits. You answer every question in the way that you think that character would.

The rest of the group asks the character questions such as; how they felt in certain situations, what their opinions are on certain topics or what they are planning to do in the future. Record your Hot Seat notes below.

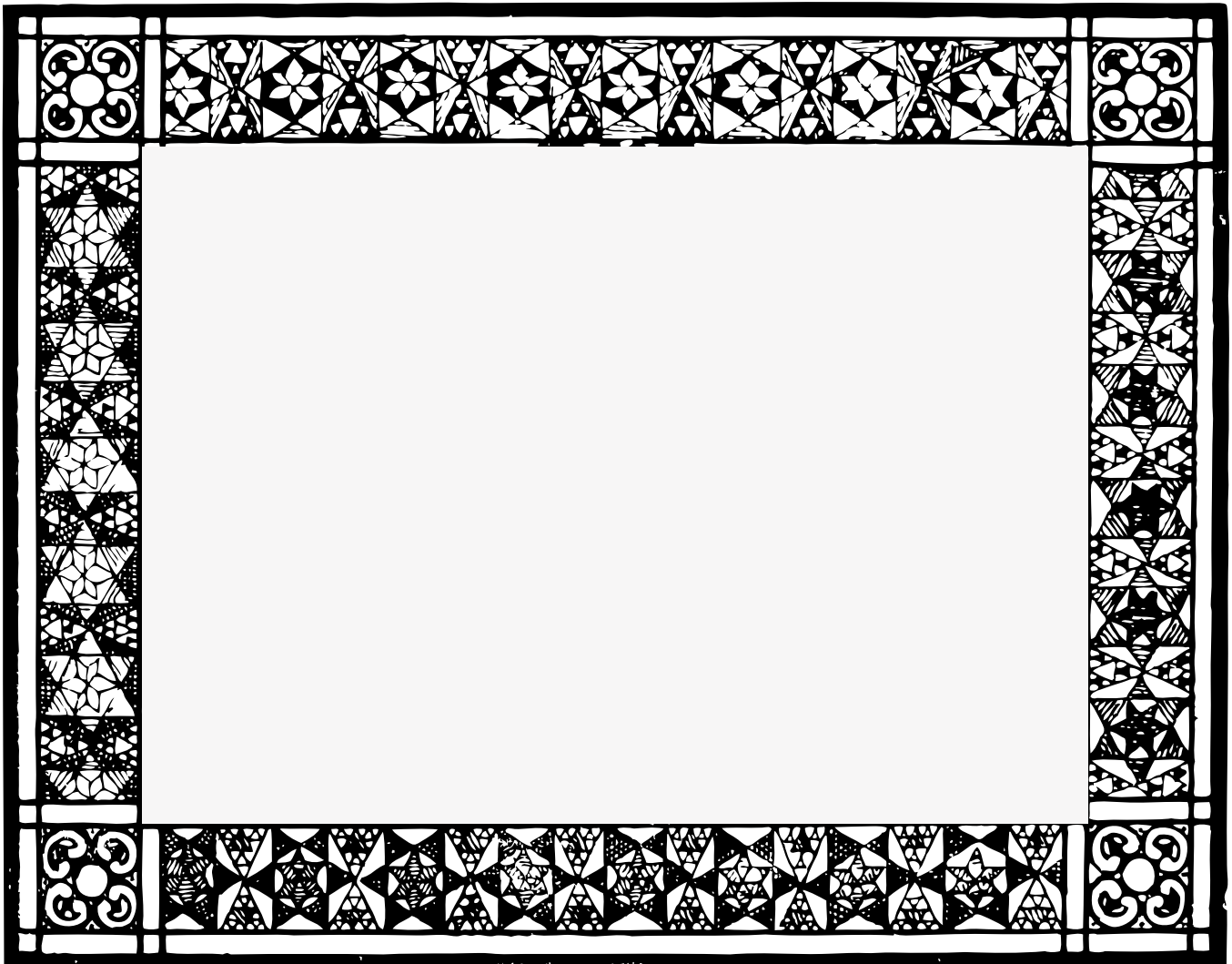


## STUDENT WORKSHEET 49

Name: ..... Date: ..... Class: .....

## Powerpoint

Using your computer skills create a powerpoint presentation to share with the group on the Novel *Curtis the Kidpreneur- Codename Hawaii*. The PowerPoint should include the three stages that Curtis completed in starting his business. Plan your PowerPoint layout in the space below.  
You may want to visit [www.clubkidpreneur.com](http://www.clubkidpreneur.com) for extra information.



Name: ..... Date: ..... Class: .....

## Reflect

Take some time and reflect on the novel *Curtis the Kidpreneur- Codename Hawaii*.  
Answer the questions below and discuss your responses with your partner, group or class.

1. **Did you enjoy the novel *Curtis the Kidpreneur- Codename Hawaii*?  
Give reasons for your answer.**

.....

.....

.....

2. **Would you recommend this novel to other students to read?  
Why or why not? Was it relevant to your age group?**

.....

.....

.....

3. **What have you learnt from Curtis, Harvey or any other characters from the novel.**

.....

.....

.....

4. **What part of the story did you enjoy the most and why?**

.....

.....

.....

5. **Was there any part of the story that you didn't like? Explain why.**

.....

.....

.....

6. **What would be a good title for the next book in the series? Give reasons for your choice.**

.....

.....

.....

## Wordsearch Answer Key

t d s t i u i p e l o o h c s u e u t e t y e  
 i s h i s i g c i a k i d p r e n e u r o g s  
 i e u e r y l l a c i z z i u q c e h r i u e  
 o a s i i y l l u f t h g u o h t v w b s d s  
 e a h d n n y c m m l b i i n p v a r s i p t  
 v m o r e e o b c h a r e i a n r p n s n u e  
 o t i o v t g u i d e e c o e i t o e e b a r  
 i l b r u e a n g g a a n d m h i r f n o a c  
 a e a e o p y e d i l c e l e b r a t i o n d  
 l h d a s u p e r i n t e n d e n t c s t y e  
 i h g c e s l o t c a i f v s o e i d u l s r  
 u l e t n p n y n l r o d e i y t n r b u n p  
 m e s i g o l o p a a n n t m t a g i o s g p  
 i m u o i c o m p l i c a t e d e d m i g n o  
 s a y n c s e s i r p r e t n e e r h e a i r  
 d n u k e t n l e m o n a d e r o e c t s g t  
 o e s d n v b r e p l a y t c n o a s e r n s  
 r d n o i t a m r o f n i n e g t d p k s i i  
 e o c w a c c o m p a n i e d g p e i o t h b  
 b c l o o h c s i s u i t a b l e d o r e w n  
 o u u s l r u y n l n r e e a o n v u b r d r  
 o u y o i u f s b n w c g n r e y C c e d o f  
 t s b r r e b o l o d p o c a e t o m l s a c

enormous  
 quizzically  
 vegetarian  
 kidpreneur  
 corporation  
 Curtis  
 Harvey  
 souvenirs  
 badges  
 school  
 business  
 ledger  
 reunion

misdemeanours  
 dreaded  
 secretive  
 complicated  
 profit  
 lemonade  
 enterprises  
 bistro  
 contemplated  
 accompanied  
 superintendent  
 genius  
 venue

residue  
 frowned  
 codename  
 reaction  
 broke  
 news  
 celebration  
 birthday  
 shush  
 suitable  
 badge  
 incredibly  
 information

evaporating  
 whinging  
 technicality  
 apologise  
 reboot  
 glum  
 thoughtfully  
 create  
 plan  
 corridor  
 reaction  
 school



# Vocabulary Flash Cards

## Chapter 1

Print, cut and use in Shared Reading Groups

<b>enormous (2)</b>	<b>invitingly (2)</b>
<b>gotcha (3)</b>	<b>innocent (3)</b>
<b>technically (3)</b>	<b>expression (3)</b>
<b>immediately (3)</b>	<b>stealing (3)</b>
<b>interruption (4)</b>	<b>strained (4)</b>
<b>quizzically (4)</b>	<b>flinched (4)</b>
<b>apologise (4)</b>	<b>technicality (5)</b>
<b>evaporating (5)</b>	<b>slapping (6)</b>

shrugged (6)	whinging (6)

# Vocabulary Flash Cards

## Chapter 2

Print, cut and use in Shared Reading Groups

<b>sullenly (8)</b>	<b>species (8)</b>
<b>needle nose pliers (8)</b>	<b>pried (8)</b>
<b>despite (9)</b>	<b>priority (9)</b>
<b>investigation (9)</b>	<b>corridor (9)</b>
<b>vegetarian (10)</b>	<b>wanna (10)</b>
<b>souvenirs (11)</b>	<b>sparkling (11)</b>
<b>thoughtfully (12)</b>	<b>glum (12)</b>
<b>shuffling (12)</b>	<b>pouted (13)</b>

lug (13)	reboot (13)
peering (13)	

# Vocabulary Flash Cards

## Chapter 3

Print, cut and use in Shared Reading Groups

<b>discarded (15)</b>	<b>construction (15)</b>
<b>threatening (15)</b>	<b>frisbee (15)</b>
<b>humiliation (15)</b>	<b>oo-ing and ah-ing (16)</b>
<b>muttered (16)</b>	<b>ordinary (16)</b>
<b>flourish (16)</b>	<b>instantly recognisable (17)</b>
<b>enterprises (17)</b>	<b>decisive (17)</b>
<b>brainstorming (18)</b>	<b>expanse (17)</b>
<b>plopping (17)</b>	<b>shush (17)</b>

<b>nodding wisely (19)</b>	<b>codename (19)</b>
<b>frowned (20)</b>	<b>amused (20)</b>
<b>continental (21)</b>	<b>quote (21)</b>
<b>responsibility (21)</b>	<b>stressed (21)</b>
<b>expensive (22)</b>	<b>inherit (22)</b>
<b>remotely (22)</b>	<b>realistic (22)</b>
<b>stupidly (22)</b>	<b>buckled (22)</b>
<b>defeated (23)</b>	

# Vocabulary Flash Cards

## Chapter 4

Print, cut and use in Shared Reading Groups.

<b>incredibly (24)</b>	<b>reunion (24)</b>
<b>DJ (24)</b>	<b>knowingly (25)</b>
<b>frantically (25)</b>	<b>emptying (25)</b>
<b>consumption (25)</b>	<b>wistfully (25)</b>
<b>asthma (25)</b>	<b>cherub (26)</b>
<b>brightly (26)</b> <i>"she said brightly"</i>	<b>alongside (26)</b>
<b>comfortable (27)</b>	<b>distracted (27)</b>
<b>expertly (27)</b>	<b>suitable (28)</b>

<b>inclusions (28)</b>	<b>muttered (28)</b>
<b>aiming (29)</b>	<b>pinched (28)</b>
<b>technically (29)</b>	<b>shrugged (29)</b>
<b>announced (29)</b>	<b>“whipping a bright yellow piece of paper” (30)</b>
<b>reaction (30)</b>	<b>contemplated (30)</b>



# Vocabulary Flash Cards

## Chapter 5

Print, cut and use in Shared Reading Groups.

<b>“toyed with his frozen peas” (32)</b>	<b>‘imposing’ no entry sign (32)</b>
<b>absolute respect (32)</b>	<b>‘dreaded’ subject (33)</b>
<b>illegal (33)</b>	<b>counterfeiting (33)</b>
<b>jolly roger (33)</b>	<b>skull and crossbones variety (33)</b>
<b>‘dastardly’ crimes (33)</b>	<b>misdemeanours (33)</b>
<b>goat trafficking (33)</b>	<b>secretive club (33)</b>
<b>complicated (34)</b>	<b>‘healing the wounds’ (34)</b>
<b>bistro (34)</b>	<b>reside (34)</b>

<b>venue (34)</b>	<b>enterprises (34)</b>
<b>accompanied (34)</b>	<b>contemplated (34)</b>
<b>convinced (34)</b>	<b>nada, zip, zilch (36)</b>
<b>‘whoa’ (37)</b>	<b>Roastmaster 3000 (37)</b>
<b>entirely (37)</b>	<b>superintendent (38)</b>
<b>fundraising (38)</b>	<b>genius (38)</b>

# Vocabulary Flash Cards

## Chapter 6

Print, cut and use in Shared Reading Groups.

<b>stinking hot (39)</b>	<b>pot-holes (39)</b>
<b>afford it (39)</b>	<b>restrictions (39)</b>
<b>raditating (39)</b>	<b>gulped (40)</b>
<b>research (40)</b>	<b>plasticky (40)</b>
<b>radiating (40)</b>	<b>sipped (41)</b>
<b>muttered (41)</b>	<b>nodding (41)</b>
<b>replied (41)</b>	<b>pouted (41)</b>
<b>dramatic (41)</b>	<b>affecting (42)</b>

<b>argument (42)</b>	<b>necessary (42)</b>
<b>dignified (42)</b>	<b>squinted (42)</b>
<b>‘cloudless sky’ (42)</b>	<b>predict (42)</b>
<b>customers (43)</b>	<b>thumped (43)</b>
<b>fort (43)</b>	<b>flipped (44)</b>
<b>hesitated (44)</b>	<b>card table (44)</b>
<b>approached (44)</b>	<b>fiddled (45)</b>
<div>SHOULD THIS BE REALISATION WITH AN ‘S’ NOT A ‘Z’ ?</div> <b>realization (45)</b>	<b>dawning (45)</b>
<b>I beg your pardon (45)</b>	<b>suspiciously (45)</b>

<b>knowingly (46)</b>	<b>scummy (46)</b>
<b>approvingly (74)</b>	<b>grumbled (48)</b>
<b>reluctantly (48)</b>	<b>probably (48)</b>
<b>expand (48)</b>	<b>enterprising (50)</b>
<b>new found wealth (50)</b>	<b>HQ stands for? (51)</b>
<b>scorcher (51)</b>	<b>reckon (51)</b>

# Vocabulary Flash Cards

## Chapter 7

Print, cut and use in Shared Reading Groups.

<b>announced (52)</b>	<b>tossing (52)</b>
<b>ought-brought (53)</b>	<b>soaring (53)</b>
<b>rivulets (53)</b>	<b>blistering (53)</b>
<b>trickle (53)</b>	<b>straddling (54)</b>
<b>'soften the moment' (55)</b>	<b>reluctantly (55)</b>
<b>apologise (56)</b>	<b>overheads (58)</b>
<b>publishing (58)</b>	<b>hobby (59)</b>
<b>genuinely (59)</b>	<b>Gazette (60)</b>

<b>poshest (60)</b>	<b>hammock (60)</b>
<b>Elm tree (60)</b>	<b>Uncomfortable (60)</b>
<b>explosives (62)</b>	

# Vocabulary Flash Cards

## Chapter 8

Print, cut and use in Shared Reading Groups.

<b>Penny Farthing (63)</b>	<b>nose cones (63)</b>
<b>boulevard (63)</b>	<b>eloquently (64)</b>
<b>wooing (64)</b>	<b>courting (64)</b>
<b>inkling (64)</b>	<b>mangled (64)</b>
<b>misbehave (64)</b>	<b>formation (65)</b>
<b>ledger (66)</b>	<b>impatiently (67)</b>
<b>grim (67)</b>	<b>chuckled (68)</b>
<b>narrowed (68)</b>	<b>murmured (68)</b>



<b>existence (68)</b>	<b>awning (68)</b>
<b>bubblers (68)</b>	<b>donation (69)</b>
<b>habits (69)</b>	<b>retired (70)</b>
<b>solemnly (70)</b>	<b>promise (70)</b>
<b>rumpled (71)</b>	<b>confusion (71)</b>
<b>trod (72)</b>	<b>drift (73)</b>
<b>ridiculously (74)</b>	<b>resolution (74)</b>
<b>manufacturing (75)</b>	<b>boss (76)</b>
<b>squeezed (76)</b>	

# Vocabulary Flash Cards

## Chapter 9

Print, cut and use in Shared Reading Groups.

<b>wincing (77)</b>	<b>confessed (77)</b>
<b>admitted (77)</b>	<b>lurking (77)</b>
<b>levelled (78)</b>	<b>gaze (78)</b>
<b>caper (78)</b>	<b>unpleasantly (78)</b>
<b>frustration (78)</b>	<b>gazing (79)</b>
<b>'starving circus cat' (79)</b>	<b>scowled (79)</b>
<b>muttered (79)</b>	<b>admitted (79)</b>
<b>beamed (80)</b>	<b>recalled (80)</b>

<b>emerged (80)</b>	<b>incredibly (80)</b>
<b>fiery (81)</b>	<b>production (83)</b>
<b>furious (84)</b>	<b>initiative (84)</b>
<b>bargain (84)</b>	<b>flicker (85)</b>
<b>admired (85)</b>	<b>expression (85)</b>
<b>puzzled (86)</b>	

# Vocabulary Flash Cards

## Chapter 10

Print, cut and use in Shared Reading Groups.

<b>self-conscious (87)</b>	<b>allocated (87)</b>
<b>ledger (87)</b>	<b>reassuring (87)</b>
<b>mysterious (88)</b>	<b>trailing (88)</b>
<b>pursed (90)</b>	<b>gaggle (91)</b>
<b>scooped (91)</b>	<b>ache (92)</b>
<b>murmured (92)</b>	<b>reckon (92)</b>
<b>brochure (92)</b>	<b>freebies (93)</b>
<b>appreciate (93)</b>	<b>entirely (94)</b>

<b>shrieking (94)</b>	<b>amidst (94)</b>
<b>hiccup (95)</b>	<b>alternative (95)</b>
<b>arrangements (95)</b>	

# Vocabulary Flash Cards

## Chapter 11

Print, cut and use in Shared Reading Groups.

<b>cancellation (97)</b>	<b>partially (97)</b>
<b>adjusting (97)</b>	<b>campaign (98)</b>
<b>sheepishly (99)</b>	<b>pile (99)</b>
<b>frowned (99)</b>	<b>considered (100)</b>
<b>jabbed (100)</b>	<b>heck (100)</b>
<b>confessed (100)</b>	<b>useless (101)</b>
<b>flapping (101)</b>	<b>plunged (101)</b>
<b>plunged (101)</b>	<b>favour (103)</b>

<b>deciphered (103)</b>	<b>interrupted (104)</b>
<b>enterprises (104)</b>	

# Vocabulary Flash Cards

## Chapter 12

Print, cut and use in Shared Reading Groups.

<b>flipped (105)</b>	<b>dialed (105)</b>
<b>amounted (105)</b>	<b>prompted (106)</b>
<b>invested (107)</b>	<b>shrinking (107)</b>
<b>adventure (108)</b>	<b>puzzled (108)</b>
<b>approvingly (108)</b>	<b>lad (109)</b>
<b>unzipped (109)</b>	<b>rummaging (110)</b>
<b>exasperation (111)</b>	<b>plunged (101)</b>
<b>plunged (101)</b>	<b>twinkled (112)</b>



# Vocabulary Flash Cards

## Chapter 13

Print, cut and use in Shared Reading Groups.

<b>anxious (114)</b>	<b>shrieking (114)</b>
<b>beamed (115)</b>	<b>grimacing (115)</b>
<b>audible (115)</b>	<b>empire (116)</b>
<b>worthwhile (117)</b>	<b>conducted (117)</b>
<b>ornamental (118)</b>	<b>evolving (119)</b>
<b>collision (120)</b>	

A LITERATURE PACK FOR USING  
**CURTIS**  
the Kidpreneur

CODENAME  
**Hawaii**

NATIONAL  
FINANCIAL  
LITERACY  
OUTCOMES

**IN THE CLASSROOM**

This Literature Guide for using *Curtis the Kidpreneur – Codename Hawaii* in the classroom includes over 50 reproducible pages. It includes flash cards for each chapter therefore assisting vocabulary-enriching activities. This guide will help students be exposed to the National Financial Literacy Outcomes.

The website supports teachers and contains lots of fun activities for kids.

James Roy the co-author of *Curtis the Kidpreneur -- Codename Hawaii* is a Literary Prize Winner.



**Club  
Kidpreneur**

1 2 3 **ready  
set  
go**

**The Club Kidpreneur Foundation's mission is to foster entrepreneurship in kids in order to:**

- enhance kids' initiative, responsibility and learning from failure;
- enable the formation of micro-businesses in a safe and positive way;
- Give perspective on business and the value of money.
- Encourage kids to consider how entrepreneurial endeavour can be a catalyst to positive change on the planet

**Club Kidpreneur's vision is to create a nationwide foundation whose purpose is to create a portfolio of fun and informative learning tools for kids, parents and teachers that fosters an entrepreneurial spirit in kids.**

**Go to [www.clubkidpreneur.com](http://www.clubkidpreneur.com) for more information, free resources, prizes for kids and be part of the Club Kidpreneur Ready-Set-Go business program for kids.**

**[www.clubkidpreneur.com](http://www.clubkidpreneur.com)**

Other back cover details???

BARCODE