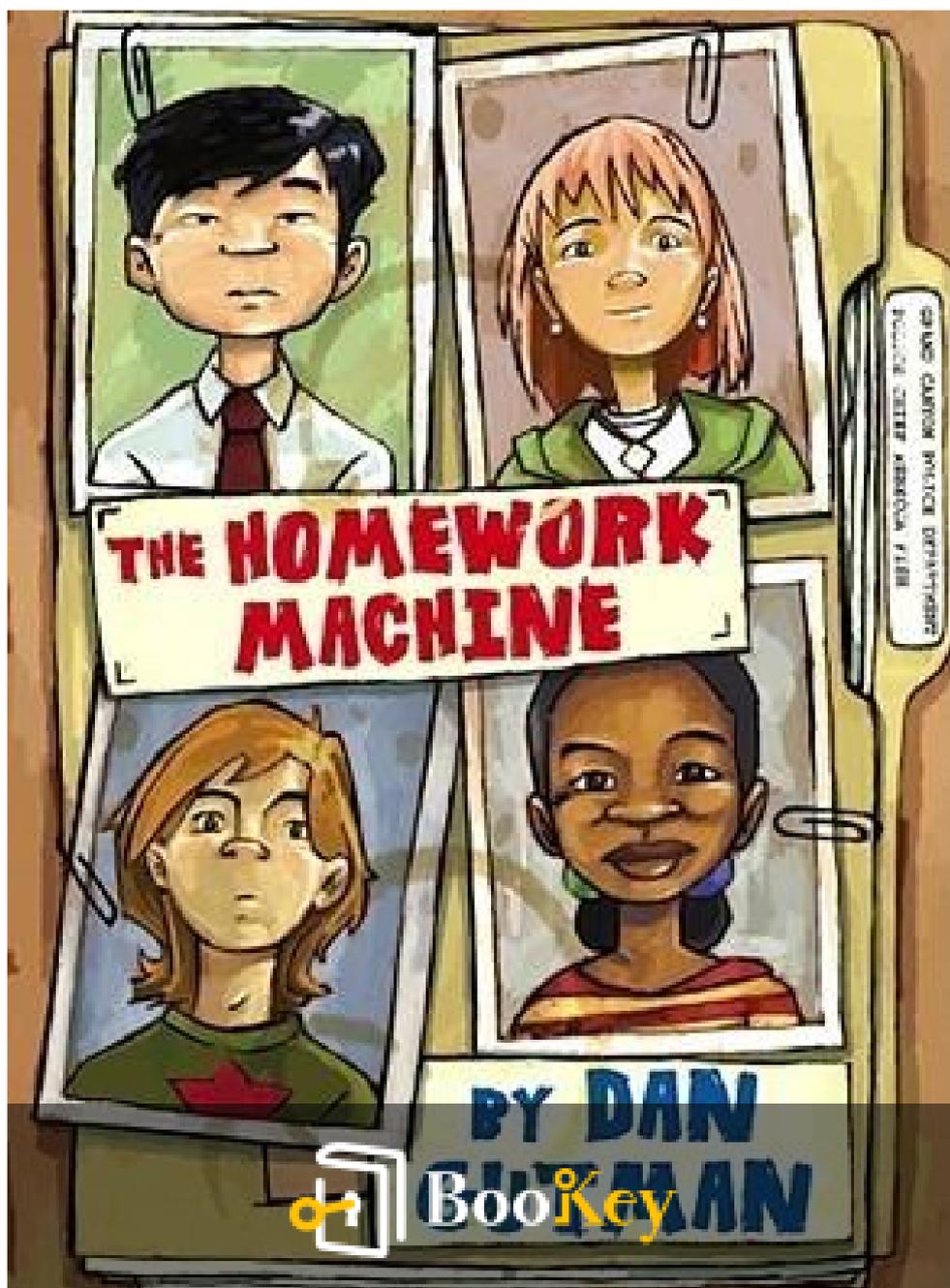


The Homework Machine PDF (Limited Copy)

Dan Gutman



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The Homework Machine Summary

When innovation meets the challenges of homework.

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About the book

In "The Homework Machine" by Dan Gutman, the seemingly mundane world of schoolwork takes an exhilarating turn with the invention of a remarkable gadget designed to do homework in a flash. Set in a vibrant classroom filled with quirky characters, this captivating tale follows a group of unlikely friends who band together to navigate the hilarious chaos that ensues when their brilliant creation attracts both attention and trouble. As the machine churns out assignments with uncanny accuracy, it raises timeless questions about creativity, ethics, and the true value of education. Will the thrill of effortless homework come at a price? Join the adventure to uncover the trials and triumphs of these young inventors as they learn important life lessons in the most unexpected ways.

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About the author

Dan Gutman is a prolific American author best known for his engaging children's and young adult literature that captivates the imaginations of young readers. Born on October 19, 1961, in New Jersey, Gutman has penned over 150 books, blending humor, adventure, and thought-provoking themes that resonate with children and pre-teens. His unique storytelling style, often characterized by relatable characters and inventive plots, encourages a love for reading among his young audience. Gutman is particularly recognized for works like "The Homework Machine" and the "My Weird School" series, which reflect his background in journalism and a keen understanding of the school-age experience, making him a beloved figure in children's literature.

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Chapter 1 Summary:

Chapter 1 Summary

In the sixth grade, we meet Sam Dawkins, nicknamed Snikwad for the clever way his name is spelled backward. As the story unfolds, he and his classmates find themselves in a confusing and embarrassing situation due to a recent accident involving a "homework machine" they had created and subsequently discarded into the Grand Canyon. Despite the distress it caused, they're all trying to navigate the aftermath with humor, regret, and curiosity.

Judy Douglas, another member of this group, feels particularly humiliated. Having diligently maintained a stellar academic record, this incident has shattered her self-image and sense of achievement. She wrestles with the idea of why she bothers trying to excel if mistakes can jeopardize her future aspirations, especially within her family's expectations.

Kelsey Donnelly, who also played a role in the incident, reflects on their brief fame after the machine's public disposal. Though she expresses genuine remorse, she admits to having enjoyed the attention, highlighted by her momentary feature in the newspaper and on *The Today Show*.

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Brenton Damagatchi, the technical mastermind behind the homework machine, takes it upon himself to shoulder the blame for their mischief. He muses about the idea of a time machine to correct mistakes, showing deep introspection about accountability and the nature of errors.

Ronnie Teotwawki, an outsider among their group, finds amusement in their predicament, but has to ultimately confront his complicity in the events leading to their current predicament. Miss Rasmussen, their previous teacher, recalls feeling responsible due to her inadequacies as a first-year educator, while their strict current teacher, Mr. Murphy, hopes to instill discipline in his students after this chaotic episode.

As they settle back into school routines in early September, the atmosphere shifts. The peaceful fall season begins, providing a backdrop for reflection. Judy and Kelsey express the boredom of living in a small town where everyone knows each other, making even small mistakes feel monumental.

Brenton, often misunderstood, experiences a shift in his normal demeanor. His nervous habit of picking at his fingers hints at deeper issues, revealing his struggle with the aftermath of their actions. This social web of relationships becomes more complex as they navigate friendships and new dynamics, including breakups between couples like Judy and Brenton and Sam with Kelsey.

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The chapter ends with Sam hinting at his upcoming birthday, yearning for acknowledgment from his friends and highlighting his desire to finally feel connected after feeling like an outsider for so long. Meanwhile, Judy remains concerned for Brenton's well-being, noting his distress, indicating that, despite their individual troubles, the bond forged from their shared experience remains strong.

The chapter sets the stage for an exploration of themes like friendship, responsibility, and the social pressures of growing up, all while enveloped in the unique setting of the Grand Canyon.

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Critical Thinking

Key Point: The Importance of Accountability and Growth from Mistakes

Critical Interpretation: In life, we often bear the weight of our decisions, just like Brenton took responsibility for the homework machine incident. This chapter serves as a reminder that while mistakes can seem overwhelming, they are also powerful opportunities for growth and reflection. When you falter, it's crucial to embrace those moments, learn from them, and allow them to shape you into a better person. Instead of shying away from accountability, you can use it as a stepping stone to develop resilience, push past fear, and forge deeper connections with those around you. Every setback holds the potential to redefine your path and propel you towards personal evolution.

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Chapter 2 Summary:

Summary of Chapter 2: October

In this chapter, the focus shifts to a group of sixth-graders—Brenton, Sam, Kelsey, and Judy—who reunite after a busy summer. Brenton, known among his peers for his intellect, surprises them by calling a meeting. Each character speculates about its purpose: Sam contemplates a chess game, Kelsey hopes for a revolutionary homework machine, and Judy fears a shocking revelation.

Brenton is preoccupied with a detail from their previous shenanigans involving a malfunctioning homework machine and a mysterious red light that continued to blink even when powered down. This nagging thought stems from their encounter with the sheriff last June concerning the broken device, prompting Brenton's concern that the missing chip could pose a hidden danger.

Although the others—Sam, Kelsey, and Judy—find Brenton's worries amusing, they engage in activities that bring back simpler joys, like playing Ping-Pong. Meanwhile, Mr. Murphy, their sixth-grade teacher, delves into the history of the Anasazi, the ancient inhabitants of the Grand Canyon, sparking both curiosity and disinterest within the group. Judy finds the

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subject fascinating, while Kelsey dismisses it as boring.

As the narrative unfolds, it reveals Judy's and Brenton's budding relationship, along with their friends' diverse reactions to school and learning. They face the dilemma of balancing fun with academic requirements; Brenton's past obsession with chess has waned, leading them to discover a new hobby in model rocketry. Their excitement culminates in a surprise birthday party for Snik, a fellow classmate, and a disastrous attempt to launch a rocket, which humorously explodes on the launch pad.

The chapter highlights the students' evolving dynamics and interests, showcasing their distinct personalities. Sam, known for his comedic perspective, proposes a silly idea for a friendly chess game, while Judy's serious nature leads her to ponder themes of aggression in games. Amidst their antics, they also collaborate for a school Halloween project, creating costumes tied to aviation—a reflection of Mr. Murphy's curriculum.

Ultimately, the chapter juxtaposes the excitement of childhood friendships and imaginative explorations against the backdrop of academic expectations, embodying the typical struggles and joys of sixth-grade life. The characters showcase their individuality, emphasizing themes of curiosity, friendship, and the sometimes-ridiculous nature of their burgeoning identities.

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Critical Thinking

Key Point: The importance of balancing fun and academic responsibilities

Critical Interpretation: As you reflect on Brenton and his friends' journey through the chaos of friendships, school assignments, and their enthusiasm for life, let this serve as a reminder to you. Life often calls for a delicate balance between enjoyment and obligation. You might find yourself swept away in the excitement of hobbies or social activities, just as Brenton did with model rocketry or a playful game of Ping-Pong. Yet, it's crucial to recognize the value of fulfilling your responsibilities while still making room for joy. Embrace this balance and let it inspire you to navigate your own pursuits, blending your passions with the duties life presents—because true fulfillment comes from mastering that harmony.

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Chapter 3 Summary:

Chapter 3 Summary

In November, **Brenton Damagatchi**, a sixth grader, becomes increasingly preoccupied with a mysterious blinking light connected to a chip he once possessed—the source of his homework machine's remarkable power. His unease grows as a man named **Richard Milner** continually emails him, expressing interest in the chip. Brenton finds Milner's persistence unsettling.

Sam Dawkins, another sixth grader, becomes deeply engrossed in model rocketry. He purchases a new rocket named Blue Ninja, and alongside Brenton, they conduct a successful launch that captivates their classmates and even inspires their teacher, **Mr. Murphy**, who sees this as a prime opportunity to teach science through rocketry.

Despite the excitement, **Kelsey Donnelly** feels uneasy about the environment's state after watching a documentary detailing the dire consequences of climate change. She passionately educates her friends about the issues while her classmate **Judy Douglas** rolls her eyes at Kelsey's alarmist tendencies. The dynamics among the friends shift when Brenton, struck by Kelsey's fervor about environmental issues, and Sam concoct the idea to establish a fictitious doomsday cult dubbed "Canyonism," where they

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pretend to worship the Grand Canyon and a mythical figure named **Notnerb** (which is Brenton spelled backward).

As the brainchild of the prank, Brenton quickly realizes they are generating attention, receiving messages from people genuinely interested in becoming “Canyonists.” Ultimately, Brenton grows uncomfortable with the unintended seriousness of their joke and decides to take down their website after being approached by Milner for a potentially lucrative partnership.

On Thanksgiving, police find Brenton wandering the canyon, leading to concerns about his mental state. The group’s worry escalates, prompting an intervention after they learn he has been searching for the source of the red light from the homework machine. During their meeting, Brenton reveals he acquired the chip from a dubious seller—Milner, who might have connections to criminal elements in Japan. This revelation raises alarms among the friends about the chip's potential danger if misused.

Under the cover of night, and equipped with a metal detector and flashlights, the group sets out to find the lost chip and blinking light before winter settles in, realizing that they must act quickly before the technology falls into the wrong hands. Despite their efforts, their search proves fruitless; they fail to locate either the light or the chip, leaving them grappling with the weight of their discovery and the implications tied to it.

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Critical Thinking

Key Point: Embrace curiosity and responsibility for your actions

Critical Interpretation: In Chapter 3 of 'The Homework Machine,' Brenton's curiosity about the mysterious chip leads him down a path of unforeseen consequences, highlighting the importance of understanding the potential impacts of our actions. This serves as a reminder for you to approach your own curiosity with care, ensuring that the exploration of new ideas or technologies comes hand in hand with a sense of responsibility. By fostering a mindset that values both discovery and accountability, you can navigate your own challenges while positively impacting those around you.

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Chapter 4:

Chapter 4 Summary: December

This chapter revolves around middle school life, friendships, and the pursuit of a powerful technology—a chip from a now-controversial homework machine that had been discarded by the school. The story is narrated primarily through the perspectives of several sixth graders—Ronnie Teotawki, Brenton Damagatchi, and their classmates, providing a multi-faceted view of their experiences.

Ronnie, considered a troublemaker by his peers and teachers, secretly searches for a special chip from the homework machine that was launched into a canyon but ultimately believed to be lost. He discovers the chip amidst the debris and hatches a plan to use it to construct his own homework machine, which he believes could elevate him from the underachiever status his classmates assign him.

Brenton, also a sixth grader, reflects on his past experiences with Ronnie, recognizing Ronnie's technical skills but choosing to keep his distance due to their rocky relationship. Meanwhile, Brenton and his friend Sam Dawkins attempt to distract themselves from the loss of the chip and Brenton's increasing frustration by launching a model rocket they constructed together



for a school project. Their teacher, Mr. Murphy, praises their efforts, but they also recognize that their excitement about rockets could lead to dangerous endeavors if they're not careful.

Academic pressures begin to weigh heavily on the group as they tackle increasingly difficult math concepts, prompting Judy Douglas to wish for a homework machine like Ronnie's now seemed to have. Meanwhile, Ronnie successfully integrates the superchip into his own computer, developing a system that enables him to complete homework effortlessly, allowing him the time for leisure activities like playing video games instead of studying.

As Ronnie's grades surge from failures to consistent As, his classmates, especially Brenton and Sam, grow suspicious of the sudden change. Sam, already doubting Ronnie's capabilities, becomes convinced that Ronnie must have found the chip first and used it to cheat. Meanwhile, a class Christmas party unfolds, where Mr. Murphy shares amusing anecdotes from his time in the space program, providing a lighthearted contrast to the underlying tension about the chip.

The chapter crescendos with Snik, another classmate, revealing to Brenton and Judy that they suspect Ronnie has indeed found the red light, suggesting a growing concern among the group about the validity of Ronnie's newfound abilities and their implications. Their collective quest to reclaim the chip is set against the backdrop of the trials of adolescence, technology's

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dual nature, and the moral dilemmas that accompany innovation.

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Chapter 5 Summary:

Chapter 5 Summary

In January, the new semester begins, revealing the ongoing tensions from winter break. Brenton Damagatchi reflects on the unease brought on by Milner's persistence in pursuing the computer chip. He derives comfort from the idea that Milner does not know its whereabouts. Meanwhile, his classmates share their holiday gifts: Judy Douglas is excited about her family's new piano, Kelsey Donnelly is thrilled with a worm composting bin, and Sam Dawkins boasts about his egg-launching rocket, "Eggscaliber." These moments of sharing reflect innocence amid the larger concerns.

Mr. Murphy, the teacher, stirs curiosity by recounting a 1908 article from the Phoenix Gazette about explorer G. E. Kinkaid, who supposedly discovered mysterious caverns filled with ancient Egyptian artifacts in the Grand Canyon. His findings, including strange idols and mummies, raise questions about early civilizations in America and ignite a passion in Mr. Murphy to uncover the truth. As he contemplates a potential cover-up by the scientific community, these discoveries captivate not only him but also his students.

Sam and Brenton decide that they must retrieve the chip from Ronnie Teotwawki, who they suspect cannot be trusted with its power. Despite their

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plans, Judy expresses strong moral opposition to the idea of breaking and entering, fearing the possible consequences. Kelsey, on the other hand, acknowledges the thrill of such an adventure, highlighting the contrasting views among the group.

As they brainstorm methods to retrieve the chip, Brenton suggests that Ronnie's last name, Teotwawki, symbolizes "The End Of The World As We Know It." Realizing the gravity of the situation, Judy eventually concedes to the need for action. Plans are made to break into Ronnie's house when his parents aren't home, but their first attempt is a failure, triggering alarms that send Sam fleeing.

While the other boys plot their next move, Ronnie discovers the chip's untapped capabilities and meets Richard Milner, who claims he can manipulate people and seeks to collaborate with him to exploit the chip's technology for profit. They land on a 50/50 split deal, further complicating the already tangled storyline as Ronnie falls deeper into a world of power and manipulation.

Meanwhile, Mr. Murphy symbolizes the urge to uncover hidden truths as he embarks on a personal journey into the Grand Canyon to search for Kinkaid's legendary caverns, though he finds nothing but frustration. His stories captivate his class, particularly Ronnie, suggesting that the lure of the unknown continues to draw them all, setting the stage for eventual

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confrontations over the chip and the mystery it represents. The chapter ends with growing tensions, ethical dilemmas, and the excitement of potential discoveries—all central to the narrative's development.

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Chapter 6 Summary:

Chapter 6 Summary: February

In February, the excitement among the sixth graders sparks when Mr. Murphy, their teacher, entices them with a tale of an ancient Egyptian treasure supposedly hidden in a cave within the Grand Canyon, first reported in the Phoenix Gazette on April 5, 1909. Intrigued, Ronnie Teotwawki—a self-proclaimed non-reader—heads straight to the library to investigate the story. There, he discovers an article detailing the treasure, reportedly found by an explorer named Kinkaid, along with mysterious rock formations named after Egyptian and Hindu deities.

Meanwhile, Sam Dawkins, Brenton Damagatchi, Kelsey Donnelly, and Judy Douglas are also captivated by the treasure hunt. After hearing about Ronnie's investigation, the group decides to collaborate, vowing that any treasure found would be donated to a museum. During their library visit, they find Ronnie there, confirming their suspicions about his intentions.

As they explore maps of the Grand Canyon, Brenton muses on the vastness of the area, while Sam points out the rock formations that may indicate the treasure's location. Their enthusiasm catches the attention of Mr. Murphy, who initially doubts that today's kids would seek real adventure in nature

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but becomes intrigued by their ambition. He considers the educational value of a field trip for the group.

Simultaneously, Ronnie's friend Milner returns from Japan, but with disappointing news: he could not procure a second superchip for gaming purposes. However, Ronnie soon envisions a high-tech solution: by using his superchip in his GPS device, he could enhance his chances of locating the treasure.

This month, the plot thickens as the community becomes aware of a peculiar influx of people—calling themselves “Canyonists”—who believe that the end of the world is imminent, with some claiming that the canyon will split open by Mother's Day. Their erratic behavior and strange beliefs create tension as Chief Rebecca Fish struggles to manage these unconventional visitors.

Driven by excitement, Kelsey and Judy impulsively suggest they head to the canyon that very afternoon to search for the treasure. Judy, however, raises practical concerns about the hike, the logistics of obtaining a raft, and the challenges of carrying treasure back. Mr. Murphy's interest in their adventure leads him to agree to supervise their expedition, provided they obtain parental permission, aiming for an ideal weather window in April or May.

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In the midst of planning, Ronnie's vision of a super GPS could potentially reshape their treasure hunt into a more successful endeavor. The stage is set for an epic quest as excitement builds among the children, combining childhood dreams of adventure with the historical allure of lost treasure.

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Chapter 7 Summary:

Chapter 7 Summary

In March, Mr. Murphy, the sixth-grade teacher, introduces his students to the captivating world of ancient Egypt. The class engages in discussions about the grandeur of the pyramids, constructed from immense stone blocks without modern machinery or tools. Brenton Damagatchi, one of the students, speculates humorously that aliens might have built the pyramids, igniting a debate about their engineering feats and alignment with the magnetic north pole.

As the discussion progresses, Sam Dawkins shares his fascination with mummification, recounting the gruesome details of how the ancient Egyptians preserved their dead. He juxtaposes this with anecdotes from Mr. Murphy's museum visit, which left a lasting impression on the students. Kelsey Donnelly enriches the conversation by explaining the gods of ancient Egypt, like Ra, the sun god, and Osiris, the god of the dead, framing their mythology in a beautiful narrative of the sun's journey across the sky.

Judy Douglas contributes by emphasizing the artistic achievements of the Egyptians, noting the eventual deciphering of hieroglyphics through the discovery of the Rosetta Stone. They are particularly captivated by King

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Tutankhamun, the boy pharaoh who ascended the throne at nine and died at nineteen. This young king's tomb was famously discovered by British archaeologist Howard Carter in 1922, filled with treasures, which only adds to their intrigue about the Egyptian civilization.

Kelsey mentions the tomb's alleged curse, referencing the untimely death of Lord Carnarvon, the financial backer of Carter's expedition, which sparks skepticism and playful debate among the students. Mr. Murphy reflects on the astonishing fact that despite living near the Grand Canyon, most students have never undertaken the hike to the Colorado River. Motivated to change this, he carefully prepares for a field trip, obtaining permits and gathering necessary equipment to ensure the safety of his students.

As they prepare for their hike, the students voice their surprise at the amount of gear needed, including essentials for survival and navigation, as well as amusing, albeit necessary items like toilet paper. Meanwhile, classmates Ronnie Teotawki and Richard Milner plot their own adventure, detailing a plan to search for treasure during spring break, piquing curiosity about what they might uncover.

Amidst the excitement, Kelsey reveals her unease about the upcoming trip, sensing that something could go awry despite her friends' enthusiasm for adventure and treasure hunting, hinting at underlying tensions that could unfold. This sense of foreboding contrasts sharply with the optimistic

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preparations of her classmates, setting the stage for what may lie ahead.

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Chapter 8:

Chapter 8 Summary

In this chapter, the story revolves around a group of sixth-grade students—Sam, Kelsey, Judy, Brenton, and their teacher, Mr. Murphy—as they embark on an adventurous hike down the Grand Canyon to the Colorado River. The hike begins early in the morning, with Mr. Murphy cautioning the kids about the dangers of hiking in extreme conditions, emphasizing the need for safety and preparation. The Bright Angel Trail, known for its gradual slope despite its challenging length, is chosen to accommodate the inexperienced hikers.

As they descend, the students share their varied feelings about the hike. Kelsey reveals her secret: despite living near the Grand Canyon, she has never hiked below the rim. The group embraces the experience, albeit with some trepidation about steep cliffs, mule traffic, and potentially dangerous wildlife. Mr. Murphy enhances the journey with lessons about the flora and fauna, as well as the dangers that lurk in the canyon, including dehydration and accidents that have cost lives over time.

Their playful banter takes a more serious turn when they stumble upon a historical pictograph, prompting discussions on the history of exploration in

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the canyon, including the forgotten narratives of Native Americans and the first settlers. After a long trek, they finally reach the Indian Garden Campground and are treated to the breathtaking beauty of their surroundings, which ignites a desire to protect the natural world.

Exhausted but exhilarated, the group sets up camp at Bright Angel Campground, where they prepare to raft the Colorado River the next day. Their hopes are buoyed by the possibility of discovering treasures mentioned in a recent article they had read about hidden caverns in the canyon, supposedly containing ancient riches.

The following morning, the group sets out on the river in a raft secured by Mr. Murphy. As they paddle along, playful hijinks ensue, but they soon encounter rough waters, testing their teamwork and resolve. Guided by Mr. Murphy's careful navigation, they navigate through beautiful rock formations with mythical names from Egyptian lore. However, tension arises when they come across another raft abandoned on the riverbank—its owner, Richard Milner, the same man who had previously stalked them during their homework machine adventure.

This discovery fuels suspicions that Milner may have followed them to the canyon in search of the same treasure. Meanwhile, the group debates the merits of climbing up from the river to explore the hidden caverns rumored to lie beyond. Despite some reluctance, the group decides to pursue the

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mystery, spurred by a male group dynamic that thrives on adventure.

Simultaneously, Milner and Ronnie Teotwawki, who opted for a separate rafting route, have made their way to the same cavern. After spotting evidence of a body, they discover Kinkaid—the very name associated with the treasure they seek—leaning against the cavern walls, a harbinger of the thrills and dangers yet to come.

When the two groups meet inside the cave, confrontations arise. Milner, fueled by alcohol and anger, threatens violence while holding a sword he had found. Mr. Murphy attempts to diffuse the situation by referencing the legal and moral implications of their find. Tensions escalate rapidly, resulting in a physical struggle that leads to Milner losing his footing and teetering over the edge of the rocky ledge.

What follows is a chaotic scramble, with frantic efforts to maintain equilibrium and avoid disaster. Ultimately, Milner's grip falters, forcing him to slip over the edge, leaving the group in disbelief over the perilous turn of events. The chapter ends on a cliffhanger, setting the stage for the unresolved tension stemming from both the treasure's allure and the accidental plunge into the depths of the unforgiving canyon.

This chapter weaves themes of adventure, rivalry, and the harsh reality of survival within a captivating narrative that highlights the blend of youthful

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innocence and the confrontation with mortality in the grand expanse of nature.

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Chapter 9 Summary:

Chapter 9: May

The events of one fateful day left a profound impact on Kelsey Donnelly and her classmates. It began with a shocking incident that unfolded quickly, leaving everyone in horror. Kelsey recalls how one moment, a man named Richard Milner was standing, and the next, he was gone—a victim of a tragic accident that unfolded while they were on a treasure hunt. The scene left them—all sixth graders—stunned, as their teacher Mr. Murphy grappled with the weight of responsibility for the situation.

Each student had their own feelings of guilt. Sam Dawkins leaned over the edge to see Milner floating in the river, lifeless, while Brenton Damagatchi wished he could have intervened and prevented the fight that led to the man's fatal fall. Ronnie Teotwawki felt an overwhelming burden of responsibility, believing he had brought Milner into their circle; he felt isolated from the group as they all processed the trauma together.

The shock transformed their day into chaos, filled with tears and confusion. Judy Douglas expressed her mixed emotions about Milner, acknowledging he wasn't a nice man but still recognizing the gravity of death. Their instinct was to remain silent, fearing the implications of what had occurred. But as

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they contemplated a cover-up, Mr. Murphy urged them to alert the authorities—doing the right thing was paramount, despite their fears.

After a heartfelt moment of unity, where even Ronnie was accepted into their group, they resolved to tell the police only what was necessary. However, their misgivings about how to explain the day's events loomed heavily. The students debated whether to share everything they had witnessed or to provide a less comprehensive narrative.

In a turn of events, Brenton suggested they should simply leave behind the treasure they'd discovered, believing it to bring misfortune, paralleling the disastrous day they experienced. Mr. Murphy, hoping to protect his students, called the police to report the body without revealing further details—his own moral dilemma heightened as he navigated his role in the unfolding crisis.

Days turned into weeks post-incident, and although no one found Milner's body right away, the group began to relax, convincing themselves that they could distance from the traumatic event. The bizarre rise of "Canyonism" internet followers—those convinced the world would end on Mother's Day—added another layer of chaos, distracting the community and coincidentally drawing attention away from their secret.

But the pressing weight of their actions lingered. Brenton, grappling with the

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consequences of the computer chip that started everything, realized they needed to dispose of it to prevent further complications. An ambitious idea emerged among the group: they could launch the chip into space—a fantastical solution to a profoundly serious problem. This plan excited the children and rekindled their enthusiasm for science, with Mr. Murphy, a former NASA worker, leading the way.

As they built the rocket, Brenton and Mr. Murphy forged a path toward a seemingly heroic resolution. However, just as their pioneering creation was set to launch, various external forces converged: police looking into Milner's death, the arrival of self-proclaimed followers of a nonsensical cult, and shadowy figures demanding the chip back—all heightening the chaos surrounding the launch.

Faced with pressing threats from multiple angles, the children understood they had to act swiftly. Amid the cacophony, with shared panic and a sense of impending danger, they were determined to fire the rocket. The chapter closes on a cliffhanger as Brenton presses the launch button, setting the stage for uncertain outcomes ahead. Through the turmoil of loss, guilt, and courage, these children found themselves on the brink of something extraordinary.

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Chapter 10 Summary:

Chapter 10: Afterward

The excitement of witnessing the rocket launch has left a lasting impression on the students. Sam Dawkins, in sixth grade, recounts the thrill of the event. He describes how the whole crowd fell silent in awe, captivated by the sight of the rocket piercing the sky. As it soared higher and higher, clapping erupted, a testament to the shared experience among onlookers. Eventually, the rocket vanished from sight, leading Sam to speculate that it had successfully escaped Earth's atmosphere, never to return.

Brenton Damagatchi, also in sixth grade, shares Sam's enthusiasm, envisioning the little red light of the rocket now adrift in the vast expanse of outer space, continuing to blink away. Their reflections convey a sense of hope and wonder that transcends their mundane lives, marking a moment of triumph and adventure.

Contents Overview

The narrative unfolds through an engaging series of chapters focusing on the lives of four friends from Grand Canyon School as they navigate the

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challenges of sixth grade. It centers on their infamous invention—a machine designed to do their homework—facing the repercussions of their creative but reckless actions, which previously led them to the police station after launching their contraption into the Grand Canyon.

Introduction

The story begins with Police Chief Rebecca Fish, who recounts the previous escapades of these clever yet misguided kids. In a humorous and reflective tone, she recalls a past incident where the friends invented a homework machine, a device that ultimately ended in chaos when they hurled it into the Grand Canyon. The chief notes that strange occurrences are not uncommon in the area, with a history of curious behaviors linked to the canyon's allure.

As the narrative progresses, the children find themselves entangled in another incident involving a powerful computer chip, a hidden treasure, and a tragic death. The gravity of the situation prompts the police chief to take their testimonies seriously, signifying a deeper concern for their behavior and the consequences of their actions.

In conclusion, Chief Fish illustrates her frustration while remaining protective, suggesting that while the children may display brilliance, their decisions invite trouble, raising questions about responsibility and the

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lessons learned through adversity. The chapter encapsulates the themes of adventure, bravery, and the complex journey of growing up, setting the stage for further developments in the children's lives.

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