

Magwheel Madness

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This lighthearted story will appeal to all young readers as it deals with characters and issues which they frequently encounter. It sends a positive message about the potential to find solutions to problems while using the world of Aussie kids as a familiar and sometimes quirky background. The activities suggested cover a range of written, visual and oral responses suited to individual learning styles.

PRE READING

Think Pair Share

In pairs students brainstorm all that they can guess about the story by looking closely at the cover. A class discussion would then establish some of the shared predictions students agreed on and can be recorded for review after the story has been read.

Vocabulary Enrichment

Here is a list of key words to introduce to students to ensure that they have the necessary language and understandings to read effectively.

WORD	MEANING
Squawk	
Campaign	
Vandalism	
Environment	
Rhubarb	
Nominate	
Marri	
Clamber	

T E A C H I N G N O T E S

ACTIVITIES FOR READING FICTION

Create a **Retrieval Chart**.

EXPOSITION	COMPLICATIONS	CLIMAX	RESOLUTION

- The activity should allow for the teaching of exposition, complication, climax and resolution without becoming too sophisticated. The teaching point is simply that stories have certain shared conventions, which students can identify and apply to other stories they read.
- Create a Before, During and After table for characters. The class could complete this in groups by setting each group a different character and combining it with their portrait. The artwork from the novel would be useful in constructing these tables.
- Alternatively, students could fill in an Identikit for their character which would include their character's details like their name, age, appearance, "photograph", fingerprint, distinguishing features.

Character discovery: Fish Bowl

Students are given one character per group and spend a few minutes working out what their character is like. Some guiding questions will help the students to do this. Questions related to character construction what do they look like, what do they say, how do they act, what are they like with others would be sufficient. Select one student per group to sit in the middle of a circle and invite the class to ask questions to each who is role-playing their character, questions about themselves and their behaviour in the story.

How Do You Know: Detective Work

This activity is designed to encourage students to think inferentially about what they have read. It could be presented as a worksheet with caricatures of the following characters and their particular traits

Hayley is a leader.

Mrs Abernathy is a gossip.

Ben likes Hayley.

Sergeant Wilson is a good policeman.

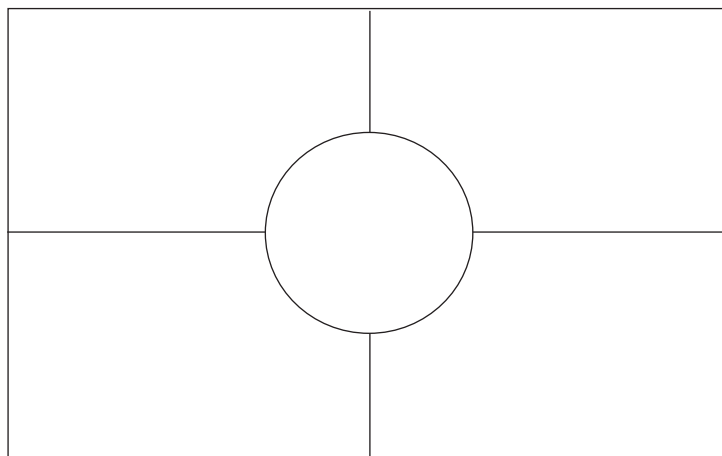
Simmo is a hoon.

Students will need to go back to the story to find evidence to support each statement.

T E A C H I N G N O T E S

Placemat and Numbered Heads

In their working groups, (groups of four work best) give out an A3 sheet with a large circle at the centre and four lines dividing the remaining space into quadrants. Give each group a name, and then number each student in each group 1,2,3 or 4. Each student has a quadrant to work in.



Ask students to silently write in their quadrant what they think a story always has. After a couple of minutes they share their ideas and record shared ideas into the centre circle. Ask for responses from particular numbers from each group, for example Group A number 2, all 2s then feedback their answers. This is a Collaborative Learning strategy designed to increase accountability in group work and is highly effective in making students take an active role in shared group work as they all become more accountable for their involvement in the class.

Construct a simple table to compare the difference between a story and a newspaper report. Discuss the differences with the class then give them the choice of writing a simple newspaper report on one of the following or a story from the point of view of a character about that incident.

The bus and the blue Skyline.

Hoons on the school oval.

Ben and the banner.

Sergeant Wilson's Supervised Drag Racing.

Issues

Discuss the students' own experiences with hoons on their local streets. Brainstorm some of the reasons why hoons might drive in this way. Discuss also why the sergeant's solution could be a positive way of solving this problem. Now brainstorm for other positive solutions to the problem.

Invite students to find ways of acting on their suggestions like writing to the local police station to invite a police officer to come to the school and discuss the issue with the class.

Discuss the whole issue of risk taking and what kind s of risks boys and girls take. This could be; rollerblading in dangerous places, skateboarding and bike riding in risky places and situations.

Visual Text: Create posters encouraging responsible ways of taking risks.

Drama: Improve either a scene from the story or make up a scene in which the characters have to confront a risk taking situation and come up with a positive solution.

T E A C H I N G N O T E S

Language Extension

To encourage emersion in language some suggested activities are: Synonyms and antonyms charts

WORD	SYNONYM	ANTONYM
Disturb		
Peace		
Dangerous		
Powerful		
Fantastic		
Tangled		
Trashed		
Useful		
Confidence		

Prefixes and Suffixes

WORD	PREFIX	SUFFIX
Wrap		
Excite		
Appear		
Believe		
Decide		
Lock		
Truth		
Impress		
Understand		
Sensitive		

T E A C H I N G N O T E S

Extension:

Research the way in which a famous person in history took risks and present your research in the form of a speech with a power point presentation to deliver your findings.

In groups make up a newspaper for Serventy and use the incidents from the story as the content.

Go back to the story and find as many words as you can which are slang or conversational and would not be found in a dictionary. Make up a glossary of terms for a reader to use if they were reading this story in another country.

Discuss the visual images used as the story unfolds. What do they represent and why do they help you as a reader to make sense of the story and the characters in it?



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