
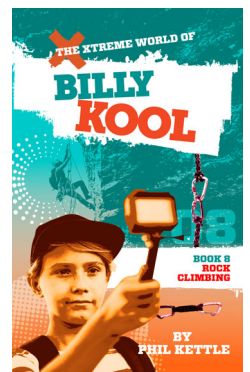
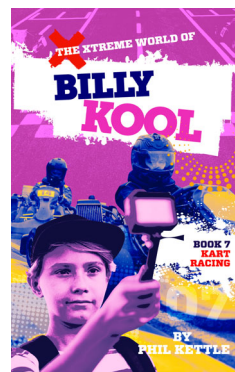
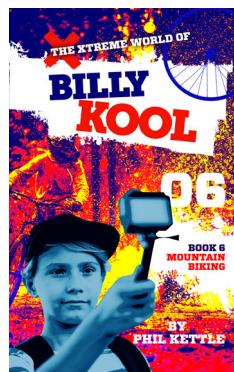
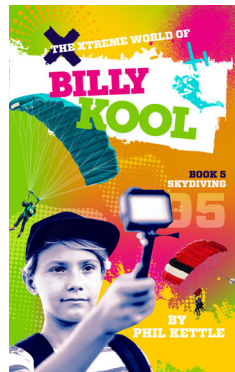
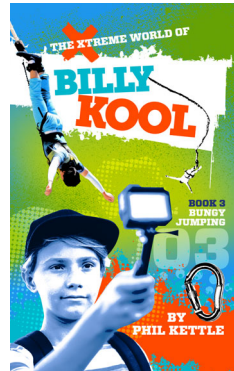
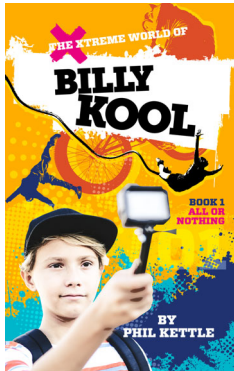


THE XTREME WORLD OF **BILLY KOOOL**



TEACHER RESOURCE BOOK



The Xtreme World of Billy Kool Teacher Resource Book

Author: Cheryl Semple

Published by Wellington (Aust.) Pty Ltd

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AUSTRALIA

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Introduction

The Xtreme World of Billy Kool is a 'high-interest, low reading level' series that caters extremely well for older students who need extra support in their reading development.

Each book focuses on an extreme sport being performed as part of a reality television production – a winning combination for students who need stimulating and exciting material that connects strongly with their real world interests and experience.

The material demands a high level of intellectual engagement from the reader and subsequently provides experiences students need to improve their long-term performance as readers.

The teaching notes for this series provide quick and practical activities to support all learners. They also cater for those students who need alternative modes of processing and extending their engagement with text. It is widely accepted that boys are most at risk with learning to read and that reluctant developing readers need material that is highly engaging. For these reasons *The Xtreme World of Billy Kool* provides an excellent resource for boys in particular.

Text features to support learners

- extremely high-interest topics
- characters that readers can easily identify with informative and detailed content
- high-frequency words
- large print
- common grammatical features

Teacher Resource Book structure

Activities are organised under each of the titles in *The Xtreme World of Billy Kool* series. There are three sections under each title: **Introduction**, **Guided reading ideas for each chapter** and **Literacy activities to respond to the book**.

Introduction

This section provides teachers with ideas for engaging students with the content of the text before they begin reading.

Guided reading ideas for each chapter

This section provides teachers with ideas to use with students as they read each book for the first time. The following blackline masters (**BLMs**) are available for students to use in recording and processing their learning during these activities:

- Field Knowledge
- Character Profile
- Making Personal Connections
- Excitement Graph
- The Grammar Tree.

The BLMs are located at the end of this book. When completed, the BLMs will provide teachers with valuable data for assessing student development.

Activities are teacher-directed. They provide specific strategies to assist reading development and allow the teacher to guide the students toward a greater understanding of how texts work. Through engagement with these activities, students are introduced to the following concepts:

- making personal connections with the text
- techniques writers use for developing characters
- the role of field knowledge in constructing authentic texts

- using texts as a model for writing
- reading for different purposes
- strategies for constructing meaning.

Making personal connections with the text

Proficient readers actively engage with the text by making connections with the text before, during and after reading. They do this in three major ways: they make connections between their own experiences and those in the text; between the text and other texts they have read; and between the text and what is happening in the wider world.

Techniques writers use for developing characters

Writers develop their characters by showing the reader what the character is saying, doing, thinking and feeling. Writers also develop their characters by providing facts about each character. Focusing on these aspects will provide the student with a deeper understanding of character development both as a reader and as a writer.

The role of field knowledge in constructing authentic texts

Writers must have a good knowledge of what they are writing about in order to make their writing interesting, believable and authentic. They must research their topic carefully before they begin to write. They then embed their field knowledge in their writing by using special words and phrases related to the topic. Readers who think about their field knowledge of topics before, during and after reading have a deeper engagement with the text.

Using texts as a model for writing

Writers learn a great deal about writing by being readers. As they read they learn about the structure of different text types and the strategies that are involved for meaning-making within these. Writers can use the material they read as models for their own writing.

Reading for different purposes

Readers who understand that we read differently according to our purpose for reading will engage more thoughtfully, and therefore more effectively, with text.

Strategies for constructing meaning

Writers shape their texts by considering the audience and purpose for which they are writing. They choose words and phrases that are appropriate to their context. The use of particular grammatical features, such as 'nouns' and 'adjectives' is intentional and readers learn much about the construction of meaning by understanding these features. Meaning is also constructed by the sequencing of events in particular ways. By understanding the issues involved in text construction the reader's appreciation of texts is enhanced.

Literacy activities to respond to the book

This section provides activities for processing and extending each student's engagement with the text. Teachers can allocate specific activities to students, or allow students to select an activity that appeals to them and to work on it individually or as part of a group. A **BLM** accompanies one of these activities and provides additional support for students who need more direction.





BOOK ONE: ALL OR NOTHING

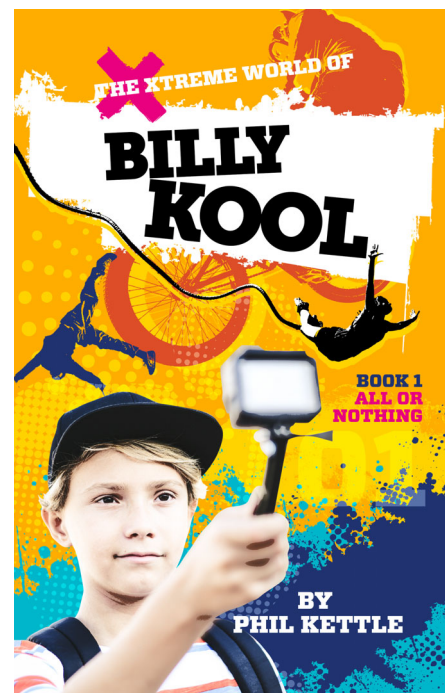
Guided reading ideas for each chapter

Preparation

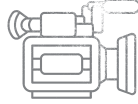
In order to complete the activities each student will need a copy of the following **BLMs** located at the back of this book: **Making Personal Connections**, **Character Profile**, **Field Knowledge** and **The Grammar Tree**.

Introducing the book

- Have the students read the title, the scenario and the chapter headings and predict what the book will be about.
- Write the students' predictions on the whiteboard.
- Remind the students that thinking about the topic of a text before you read makes reading easier.



FIRST CHAPTER



WHO ARE WE?

Focus – Making personal connections with the text

- Read pages 1 & 2 to the students and make any personal connections to the text that you can. For example recall a time as a child when you helped your team win a game or your team won a championship.
- Record your own connections with the text on a chart titled **Making Personal Connections**. Make two columns headed **Parts I connect with** and **How I connect**.

Making Personal Connections

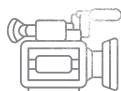
Parts I connect with	How I connect
Page 2 'We won the game and we won the championship.'	I played in a basketball team when I was 12 and we won a championship, not because of me though!

Independent reading

- Have the students read the rest of the chapter and identify and list anything with which they have had a similar experience or connection. Encourage them to think about:
 - names they've been called
 - sporting experiences
 - entering competitions
 - magazines they read.
- Have them record their findings on **BLM Making Personal Connections**
- Encourage the students to include connections that friends or family may have had with these things.

- Share the students' findings and encourage them to articulate how making personal connections with a text makes them feel about the text.
- Suggest that making personal connections with a text results in a deeper appreciation for and engagement with the text.

SECOND CHAPTER



MY FRIENDS

Focus – Identifying ways of developing a character

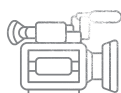
- Read page 8 to the students and ask them what they know about Nathan from this text.
- Write 'Nathan' on the whiteboard and jot down students' responses under his name.
- Explain that one of the ways that writers develop a character is by giving information about the character. For example on page 7:

'Nathan lives with his mum four houses down the road.'

Independent reading

- Have the students read the chapter and make a character profile for Nathan and Sally.
- Use the **BLM Character Profile** to record the students' findings.

THIRD CHAPTER



THE AUDITION

Focus – Identifying field knowledge used by the writer

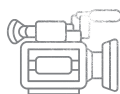
- Prepare a chart titled Field Knowledge, with two columns headed Special words and Special phrases.

- Have students turn to page 17 and read aloud the final paragraph beginning with 'An abseil was set up...'
- Explain to the students that the writer has used special words and phrases to do with abseiling in this paragraph.
- Write the words 'rope' and 'descender' on the chart, under Special words.
- Write 'the rope feeds through' under Special phrases.
- Explain that writers need special field knowledge in order to make a text sound authentic.

Independent reading

- Ask the students to read the chapter and to identify the writer's field knowledge about abseiling.
- Have them record their findings on **BLM Field Knowledge**.

FOURTH CHAPTER



THE REACTION

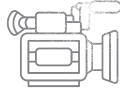
Focus – Identifying idiomatic speech

- Write the phrase 'living a dream' on the whiteboard and ask the students to describe the image the phrase creates for them.
- Explain that one of the techniques that writers use to create meaning is using idioms. An idiom is an expression that is particular to a group of people or a country.

Independent reading

- Have the students read the chapter and identify and record other idioms.
- Share students' findings and make a class list of the idioms.
- Add any idioms the students use in their own speech.

FIFTH CHAPTER



CAST & CREW MEETING

Focus – Identifying nouns and verbs

- Write the following sentence from page 27 on the whiteboard and ask the students to help you identify and underline all of the nouns. Explain that a noun is the name of a person, place or thing.

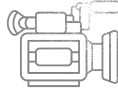
'Nathan said it would be like the rehearsal for the school play, where our drama teacher made us pretend to be trees.'

- Draw a tree on the whiteboard and show the students how to record the nouns on the leaves of the grammar tree.
- Explain to the students that nouns provide the reader with a lot of information. Explain that writers use many nouns.
- Repeat these steps and focus on verbs. Explain that a verb is an action or doing word.

Independent reading

- Have the students reread the chapter and identify and record all the nouns they can find.
- Have them record their findings on **BLM The Grammar Tree**.
- Ask the students to shade any leaf on the Grammar Tree that has a noun about sport.
- Once the students have identified all the nouns, have them identify and record the verbs.
- Have the students shade the nouns blue and the verbs green.

SCRIPT



LIGHTS, CAMERA, ACTION

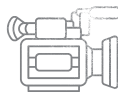
Focus – Identifying specific field knowledge

- Read what Billy and Nathan have to say about the producer (pages 38–39).
- Write 'producer' on the whiteboard and list the special words and phrases that describe what a producer does.
- Explain that there are various roles associated with the production of a television program and that a writer must have a good field knowledge of these roles and responsibilities in order to write about television production.

Independent reading

- Ask the students to choose three crew members from the 'Meet the Crew' diagram (pages 32–33) and write the special words and phrases describing each one.
- Have the students highlight any nouns that appear in each of the descriptive words or phrases they have recorded.

FINAL CHAPTER



THE WRAP UP

Focus – Identifying field knowledge

- Explain that the words 'wrap up' are words associated with film production.
- Write the words on the whiteboard and ask the students to suggest a definition for the phrase.

Independent reading

- Ask the students to select any other special words or phrases that are particular to television production and to create a glossary for these words.

Literacy activities to respond to the book

1. Rewrite 'The Wrap Up' as if written by Sally. Think about the type of person Sally is and the things that she might focus on. Consider the things that Sally says and does.
2. Draw a picture of the filming of Billy, Sally and Nathan abseiling. Include all the filming equipment and as many film crew members as possible. Refer to 'Meet the Crew' and 'Filming Equipment'.
3. Imagine that you have entered the competition for hosting a new TV show about extreme sports. Write a letter that would ensure you were invited to an audition.
4. Create a checklist of physical skills, personal qualities and presentational skills that the producer for *The Xtreme World of Billy Kool* could use to record his assessment of people who audition for the show. Record your ideas on **BLM Extreme Sports Reality Show Assessment Sheet**.
5. Role-play the film script from the 'Lights, Camera, Action' chapter. You will need five people in your group. The person who takes the narrator's role could also be the director and the first assistant director. Read from the script and add any words or phrases that you feel would personalise the script for you. Write these personal additions on post-it notes and stick them to the appropriate part of the script.

BLM Extreme Sports Reality Show Assessment sheet

Name _____

Physical skills

Skill	Rating

Personal qualities

Quality	Rating

Presentational skills

Skill	Rating



BOOK TWO: WHITEWATER RAFTING

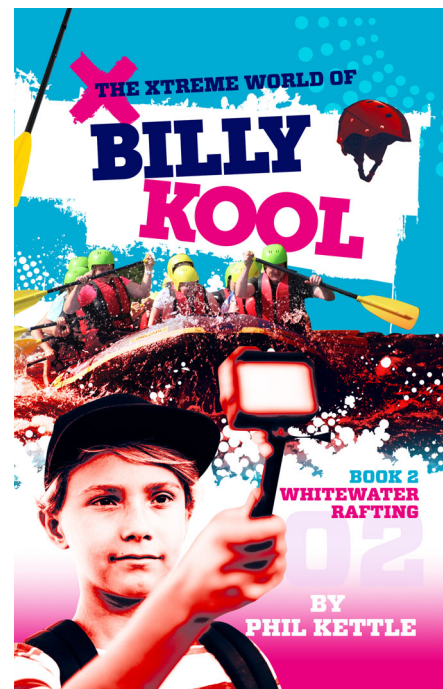
Guided reading ideas for each chapter

Preparation

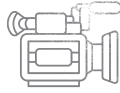
In order to complete the activities for this book each student will need a copy of the following **BLMs**, located at the back of the Teacher Resource Book: **Making Personal Connections** and **Field Knowledge**.

Introducing the book

- Have the students read the 'Whitewater Rafting Equipment' diagram and discuss the equipment.
- Allow the students to discuss any whitewater rafting experiences they may have had.
- Remind the students that activating prior knowledge before reading a text makes reading easier.



FIRST CHAPTER



MY FRENCH TEACHER

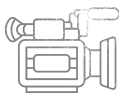
Focus – Making personal connections with the text

- Read page 1 to the students and make any personal connections to the text that you can, for example recall times as a child when you were called names.
- Record your connections with the text on a chart titled **Making Personal Connections**. Make two columns headed Parts I connect with and **How I connect**.

Independent activity

- Give the students some post-it notes and have them read the rest of the chapter and identify and list anything with which they have a connection. Encourage them to think about:
 - names they've been called
 - parents and homework
 - concentrating at school
 - learning a language
 - staying in after school.
- Have the students make a table to record their findings on **BLM Making Personal Connections**.
- Encourage the students to include connections that friends or family may have had with these things.
- Share the students' findings and encourage them to articulate how making personal connections with a text makes them feel about the text.
- Suggest that making personal connections with a text results in a deeper appreciation for and engagement with the text.

SECOND CHAPTER



THE MONSTER

Focus – Identifying adjectives

- Enlarge the following paragraph from page 7 so that all students can see the text:

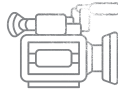
'We always had a small extreme moment on the way home. We had to walk past the home of a monster. The monster lived in a backyard behind a two-metre tin fence.'

- Ask the students to help you identify and underline each noun in the paragraph.
- Explain that a noun is a naming word.
- Focus on the noun 'moment' and ask the students to tell you what sort of moment the children had.
- Circle the words 'small extreme'.
- Focus on the noun 'fence' and ask the students to tell you what sort of fence the monster lived behind.
- Circle the words 'two-metre tin'.
- Explain that the circled words are adjectives and that using adjectives make writing more detailed and more interesting.

Independent reading

- Have the students read the rest of the chapter and identify and record three nouns that have adjectives describing them.
- Ask the students to select three nouns which do not have adjectives and add adjectives to them.

THIRD CHAPTER



ARE WE MATURE?

Focus – Reading to make a summary statement

- Explain to the students that in this chapter the issue of maturity is discussed.
- Discuss the concept of maturity and what people do or say that makes them seem mature.

Independent reading

- Ask the students to read the chapter and to focus on the issue of maturity.
- Have the students make a summary statement about what Billy, Nathan and Sally say and feel about being mature.

FOURTH CHAPTER



CAST & CREW MEETING

Focus – Identifying field knowledge used by the writer

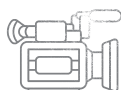
- Prepare a chart titled Field Knowledge with two columns headed Special words and Special phrases.
- Have students turn to page 15 and read aloud the first two paragraphs.
- Explain to the students that the writer has used special words and phrases to do with film production in this paragraph.
- Write the words 'crew' and 'director' on the chart under Special words.
- Write 'it's a ratings hit' under Special phrases.

- Explain that writers need special field knowledge in order to make a text sound authentic.

Independent reading

- Ask the students to read the chapter and to identify the writer's field knowledge about film production.
- Have them record their findings on **BLM Field Knowledge**.

FIFTH CHAPTER



ON LOCATION

Focus – Writing a film script

- Explain to the students that the text type used in this chapter is narrative.
- Have them turn to page 23 and look at the way the text is set out.
- Ask the students to describe the differences between the two text structures.
- Record their responses on a chart titled Text types with two headings, Narrative and Film script.

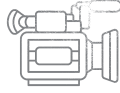
Text types

Narrative	Film script

Independent reading

- Ask the students to rewrite the chapter as a film script.
- Select one of the film scripts written by the students and perform it.

SCRIPT



LIGHTS, CAMERA, ACTION

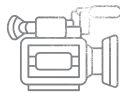
Focus – Reading with fluency and expression

- Discuss the way in which a script must be read to gain and hold the attention of an audience.
- Make a list of the students' ideas on the whiteboard. Students may suggest things such as:
 - read smoothly
 - read with expression
 - show your feelings with your face and your body.

Independent reading

- Make groups of five students and ask the students to allocate a role to each person. Each group will need someone to play Billy, Sally, Nathan, Shey and a narrator. The director's lines could be said by the narrator.
- Ask the students to read through the script and to practise their parts.
- Remind them to pay attention to the suggestions for reading a script that are written on the whiteboard.

FINAL CHAPTER



THE WRAP UP

Focus – Writing fan mail

- Discuss the fact that in this chapter Billy receives his first fan mail.
- Discuss the concept of fan mail and how television personalities, performers and others cope with having fans and receiving fan mail.

- Ask the students how they think Billy would have responded to his fan mail.

Independent reading

- Have the students write an imaginary chapter after 'The Wrap Up' to explain how Billy feels about having fans and how he responds to his fan mail.
- Suggest to the students that they could use facts from the 'Extreme Information' section in their chapter.

Literacy activities to respond to the book

1. Rewrite a section of 'Lights, Camera, Action' using as many words from the glossary as possible.
2. Create a poster that tells how being a TV star could change your life (reread chapters 1 & 4 for ideas).
3. Prepare a two-minute oral presentation on whitewater rafting (consider using an overhead transparency of the 'Whitewater Rafting Equipment' diagram).
4. In a group of four role-play 'Lights, Camera, Action'. Use the script and read your parts. Consider asking another classmate to take the role of narrator and director. Use any props that you can find.
5. Prepare a newspaper review of *The Xtreme World of Billy Kool: whitewater rafting*. Gather data for your review by surveying your friends. Use the **BLM Extreme Sports Reality TV Review** to record your friends' opinions.

BLM Extreme Sports Reality TV

Name _____

Review

Survey five of your friends about their views on the reality TV section of *The Xtreme World of Billy Kool: whitewater rafting*.

1. Was the whitewater rafting show exciting?

2. Was it interesting?

3. Did you get enough information about whitewater rafting?

4. Did you think the safety precautions taken for the presenters were adequate?

5. Did you like the presenters?

6. In what ways could the presenters improve their performances?

7. Is whitewater rafting a sport you wanted to know about?



BOOK THREE: BUNGY JUMPING

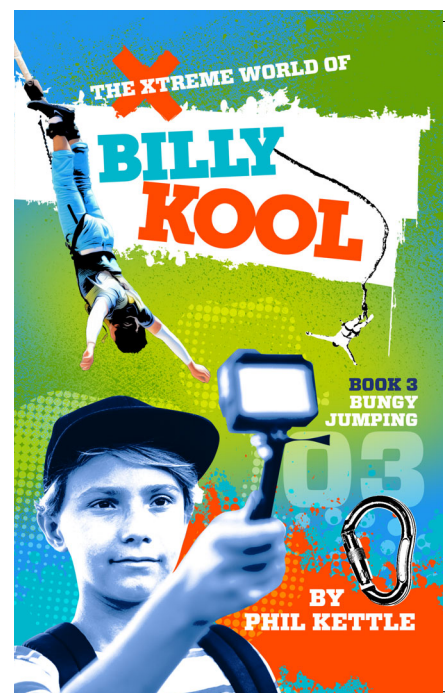
Guided reading ideas for each chapter

Preparation

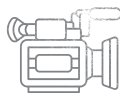
In order to complete the following activities each student will need the **BLMs** located at the back of the Teacher Resource Book: **Making Personal Connections, Excitement Graph** and **Field Knowledge**.

Introducing the book

- Have the students turn to the glossary on pages 50–52 and read through and discuss each entry.
- Ask students to predict which words will appear in the book and in which context.
- Remind the students that understanding key words from a text makes reading easier.



FIRST CHAPTER



SOMETHING TO LOOK FORWARD TO

Focus – Making personal connections with the text

- Read page 1 to the students and make any personal connections to the text that you can, for example discuss your feelings about school when you were a child.
- Record your connections with the text on a chart titled **Making Personal Connections**. Make two columns headed **Parts I connect with** and **How I connect**.

Making Personal Connections

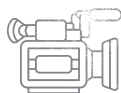
Parts I connect with	How I connect
Page 1 'It would be much better if we went to school on the weekend and had the rest of the week off'	I like holidays better than school too!

Independent reading

- Have the students read the rest of the chapter and identify and list anything with which they have a personal connection. Encourage them to think about their:
 - feelings about school
 - sporting experiences
 - homework.
- Have students use **BLM Making Personal Connections** to record their findings.
- Encourage the students to include connections that friends or family may have had with these things.

- Share the students' findings and encourage them to articulate how making personal connections with a text makes them feel about the text.
- Suggest that making personal connections with a text results in a deeper appreciation for and engagement with the text.

SECOND AND THIRD CHAPTER



THE PIMPLE & THE DANCE

Focus – Identifying the culture of pre-adolescents

- Explain to the students that writers need to understand the culture of the main characters in their books. This culture includes the things they say and the things they do when they are all together.
- Discuss the concept of culture so that students understand that there are many different sub-cultures within the Australian culture and that particular age groups have an identifiable culture of their own.
- Read the first paragraph on page 4 aloud and ask the students to identify anything that the characters do or say that is particular to children their age.
- Focus the students' attention on the school disco. Ask them to discuss the age that students go to discos and what people say and do at a disco.
- Record the students' responses on a chart titled Culture of Children our Age with the headings Things they do and say, Special words and Special phrases.

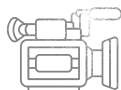
Culture of Children our Age

Things they do and say	Special words	Special phrases
They go to discos when they are about 10 or 11 years old. Girls dance with each other.	discos nerds	

Independent reading

- Ask the students to read the rest of chapter 2 and chapter 3 and to identify and record any facts or words that are part of the culture of children in their age group.
- Have the students record their findings on **BLM Field Knowledge**.
- Share the students' findings and encourage them to articulate their understandings about the importance of a writer understanding the culture of the group they are writing about.

FOURTH CHAPTER



CAST & CREW MEETING

Focus – Identifying the use of humour as a strategy for coping with anxiety

- Read the first paragraph on page 17 aloud and ask the students to suggest why Nathan's mother said this to him:

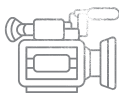
'My mother asked me whether she should put some glue in my cereal to help keep it down,' Nathan whispered.

- Explain to the students that humour is often used as a strategy for coping with anxiety.

Independent reading

- Ask the students to read the rest of the chapter and to identify and record any other instances where humour is used by a character as a way of coping with anxiety.
- Share the students' findings.

FIFTH CHAPTER



THE JUMP

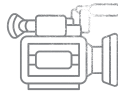
Focus – Identifying the narrative shape of the chapter

- Explain to the students that writers need to keep their readers' interest by including events and action that build tension, suspense, excitement, sadness, surprise and so on.
- Show the students how to rate the events of this chapter on an excitement graph, according to how exciting they are.
- Demonstrate how to identify an event:
 - event 1: the limo arrived at the bungy jumping site
 - event 2: the director says get dressed in the caravan
- Plot the event according to how exciting it is.

Independent reading

- Have the students read the chapter and identify and record the events.
- Ask the students to graph each event according to how exciting it is. Use the **BLM Excitement Graph**.
- When the students have completed their graphs ask them to allocate a word to each point of the excitement scale, for example 1 might be 'boring' and 6 might be 'awesome'.
- Compare students' completed graphs and look at the shape of the chapter.

SCRIPT



LIGHTS, CAMERA, ACTION

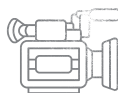
Focus – Predicting possible events

- Explain to the students that predicting what a text is about makes reading easier.
- Consider the title of the chapter and ask the students what they think this chapter will be about.

Independent reading

- Have the students read the chapter and predict what will occur.
- Guide the students' predictions by telling them that they will need to think about three issues: what they know about the characters, what they know about bungy jumping and what they know about television production. Write the following questions on the whiteboard to guide their thinking:
 - What characters could be in this chapter?
 - What sorts of things will each of these characters say and do?
 - What action is likely to take place with the bungy jumping?
 - What action is likely to take place with the television production?

FINAL CHAPTER



THE WRAP UP

Focus – Writing fan mail

- Read the chapter with the students and focus their attention on Billy's fan mail.

- Discuss the concept of fan mail and the structure of a letter.
- List the elements of a letter on the whiteboard.

Independent reading

- Ask students to write Billy's response to his fan mail.
- Remind them to think about the sort of person that Billy is and the things that he says and does.
- Have them include some of the things that Billy says so that the letter looks authentic.

Literacy activities to respond to the book

1. Create a bungee jumping quiz for your classmates. Consider the field knowledge located in the 'Bungee Jumping Equipment' diagram, the 'Location Map' and the 'Extreme Information' as well as the chapter 'Lights, Camera, Action'. Use **BLM Bungee Jumping Quiz** to record your questions.
2. Construct a model of your favourite part of *The Xtreme World of Billy Kool: bungee jumping* using plasticine or clay and any other materials that you have access to. Write a summary statement that describes your model and place it next to your construction.
3. Rewrite the pages that describe Billy and Nathan's bungee jump (pages 36–41) and focus on describing their feelings. Use a thesaurus to make a list of words that describe feelings such as fear, anxiety and excitement. Include as many of these words as you can in your writing.
4. Draw a picture of your favourite character dressed and fully equipped for a bungee jump. Label all the special equipment and clothing that needs to be worn.
5. In a group of four role-play 'Lights, Camera, Action'. Use the script from *The Xtreme World of Billy Kool: bungee jumping* and read your parts. Add some of your own dialogue to fully convey your feelings about the jump. Consider asking another classmate to take the role of narrator and director. Use any props that you can find.

BLM Bungy Jumping Quiz

Name

Q.1

A.

Q.2

A.

Q.3

A.

Q.4

A.

Q.5

A.

Q.6

A.

Q.7

A.

Q.8

A.

Q.9

A.

Q.10

A.



BOOK FOUR: SNOWBOARDING

Guided reading ideas for each chapter

Preparation

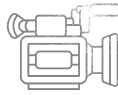
In order to complete the activities for this book each student will need a copy of the following **BLMs** located at the back of the Teacher Resource Book: **Character Profile**, **Field Knowledge** and **The Grammar Tree**.

Introducing the book

- Have students turn to the 'Location Map' on pages 22–23 and discuss the equipment and the points marked on the snowfield.
- Allow students to share their own experiences of snowboarding or being at the snow.
- Remind students that activating one's prior knowledge of a topic before reading makes understanding easier.



FIRST CHAPTER



NATHAN

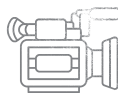
Focus – Reading to answer a question

- Explain to the students that we read in different ways depending on the purpose of the reading. Sometimes we read very closely because we are looking at every piece of information in the text. Sometimes we scan a text because we are looking for a specific piece of information.
- Tell the students that you are going to give them a purpose for reading the first chapter. The purpose is to answer a particular question: why does Billy think his life is awesome?

Independent reading

- Have the students read the chapter and then make a list of all the reasons Billy has for thinking his life is awesome.
- Share students' findings and discuss the strategy of reading to answer a question.

SECOND CHAPTER



WHAT'S THE PROBLEM?

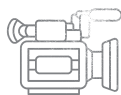
Focus – Reading to make a summary statement

- Explain to the students that this chapter tells the reader what is wrong with Nathan.
- Tell the students that their purpose in reading this chapter is to make a summary statement about what is wrong with Nathan.
- Remind them that having a purpose for reading makes identifying relevant information easier.

Independent reading

- Have the students read the chapter and write their summary.
- Share the students' summaries and discuss the strategy of reading in order to summarise information.

THIRD CHAPTER



WHAT TO DO

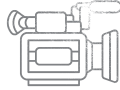
Focus – Predicting as a strategy for engaging more deeply with the text

- Ask the students to orally summarise what has happened so far in the story.
- Ask them to consider the title of the chapter and to predict what will happen next.
- Note the students' predictions on the whiteboard and write their initials next to their prediction.

Independent reading

- Have the students read the chapter to confirm their predictions.
- Share and compare predictions. Did the chapter confirm the students' predictions or were they surprised by what happened?
- Remind the students that predicting helps readers engage more deeply with a text.

FOURTH CHAPTER



CAST AND CREW MEETING

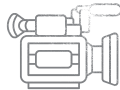
Focus – Reading to make a summary statement

- Discuss the title of this chapter and ask the students to predict what they think happens at cast and crew meetings.
- Write students' predictions on the whiteboard.

Independent reading

- Ask the students to read the chapter and to identify the purpose of a cast and crew meeting.
- Have the students write a brief statement outlining the purpose.
- Share the students' statements and make a group generalisation about the role of the cast and crew meetings in a television production.

FIFTH CHAPTER



SATURDAY

Focus – Identifying ways of developing character

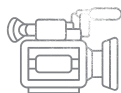
- Explain to the students that writers develop characters in their stories through describing a character and showing what the character thinks, feels, says and does.
- Make a chart called Developing Character with the headings Description, Thinks, Feels, Says and Does.

Independent reading

- Ask the students to read the chapter and to identify and record everything that they can about Nathan's father.

- Have them focus on what Nathan’s father says and does and the way that the writer describes him.
- Have the students record their findings on the **BLM Character Profile**.

SCRIPT



LIGHTS, CAMERA, ACTION

Focus – Identifying a writer’s field knowledge

- Explain to the students that the writer of *The Extreme World of Billy Kool: Snowboarding* needed specific field knowledge in order to write the book. This field knowledge includes special words and special phrases about snowboarding.
- Make a chart titled Field Knowledge with the headings Special words and Special phrases.

Field Knowledge

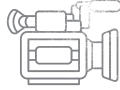
Special words	Special phrases
snowboarding	snow-covered slope

- Read page 25 to the students and ask them to clap when they hear a word or phrase that is special to snowboarding.
- Add these words or phrases to the chart, for example ‘snow-covered slope’ and ‘snowboarding’.

Independent reading

- Have the students read the rest of the chapter and add the special words and special phrases that they identify. Use **BLM Field Knowledge** to record students’ findings.

FINAL CHAPTER



THE WRAP UP

Focus – Identifying compound words

- Write the following paragraph from page 42 on the whiteboard so that all students can see the text:

'Nathan's dad is really cool at snowboarding.'

- Underline the word 'snowboarding' and ask the students if they know what kind of word this is.
- Explain that snowboarding is a compound word and that compound words are made by joining two words together.

Independent reading

- Have the students read the rest of the chapter and identify and record any compound words they can find.
- Have the students record their findings on **BLM The Grammar Tree**.

Literacy activities to respond to the book

6. In groups of five make a short video about the clothing and equipment needed for snowboarding. You will need a scriptwriter, a producer, a director, a safety expert and a snowboarder. Write a short script and include a role for a producer, director and safety expert.
7. Tape a radio interview between a star snowboarder and a radio journalist. Make sure you use as many special words and phrases about snowboarding as you can so that the interview sounds authentic.
8. Prepare a debate about the educational value of *The Xtreme World of Billy Kool* as a reality TV show.

9. List as many sports as you can that could be included in *The Xtreme World of Billy Kool*. You could make up some new sports that you feel would be extreme.
10. Using the **BLM Snowboarding Glossary** create an illustrated glossary of snowboarding terms to help the beginner snowboarder learn how to talk about the sport.



BLM Snowboarding Glossary

Name _____

Illustrate each of these snowboarding terms.

grommet	chatter
goofy	rolling down the windows
punch	cruiser run
bust	airdog



BOOK FIVE: SKYDIVING

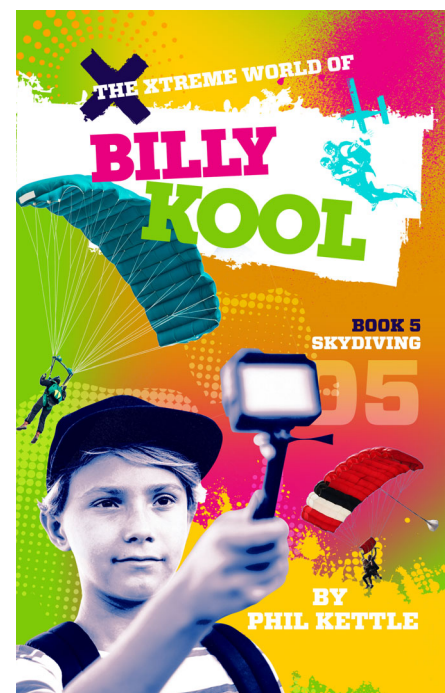
Guided reading ideas for each chapter

Preparation

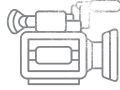
In order to complete the following activities each student will need two copies of the **BLM Character Profile** located in the back of the book.

Introducing the book

- Discuss the fact that the writer of The Xtreme World of Billy Kool: skydiving needed a good field knowledge of skydiving in order to write this book.
- Ask the students to predict some of the special words and special phrases about skydiving that they expect to find in the book.
- Make a list of the students' responses on the whiteboard under Special words and Special phrases.
- Remind the students that activating one's prior knowledge about a topic before reading makes reading easier.



FIRST CHAPTER



BASHER BROWN

Focus – Identifying ways of developing a character

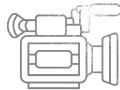
- Explain to the students that one of the ways in which writers develop a character is by giving facts about the character. For example, on page 2 Billy says that:

‘The best cricketer around is Basher Brown.’

Independent reading

- Ask the students to read the chapter and make a list of as many things as they can about Basher Brown.
- Have the students record their findings on **BLM Character Profile**.
- Have the students write a brief summary about Basher Brown.

SECOND CHAPTER



THE DARE

Focus – Making personal connections with the text

- Ask the students to predict which character makes a dare in this chapter and what the dare is about.
- Record the students’ responses.
- Read the last paragraph of the chapter to the students:

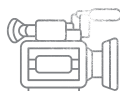
“It was then that Nathan, who sometimes spoke before he thought about what he was going to say, said, ‘Basher, I’m going to ask the producer of our show if you can be a guest star on the next show.’”

- Ask the students to share times that they have spoken before they thought.
- Discuss what the saying 'speaking before you think' means.

Independent reading

- Ask the students to read the rest of the chapter.
- Have the students draw a short cartoon strip with speech balloons to show what the dare was and why Nathan spoke before he thought.

THIRD CHAPTER



GOOD IDEA

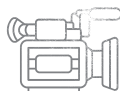
Focus – Reading to solve a problem

- Explain to the students that in this chapter Nathan continues to speak before he thinks and that he makes a deal with Basher Brown.

Independent reading

- Have the students read the chapter and identify the deal that the boys make.
- Ask the students to make a summary statement about the deal.

FOURTH CHAPTER



CAST AND CREW MEETING

Focus – Drawing to aid comprehension

- Explain to the students that making sketches as you read often makes understanding easier.

- Enlarge the following text from page 17 and have the students look at it as you read.

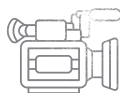
'Two of the camera crew are experienced sky divers and they'll jump with you wearing a special helmet that has a camera attached to it.'

- As you read the text to the students make a simple line drawing on the whiteboard to show what the text means to you.

Independent reading

- Have the students read the chapter and draw as they read in order to aid comprehension.

SCRIPT



LIGHTS, CAMERA, ACTION

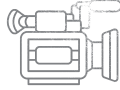
Focus – Reading with fluency and expression

- Discuss the way in which a script must be read to be interesting to, and hold the attention of, an audience.
- Make a list of the students' ideas on the whiteboard. Students may suggest things such as:
 - read smoothly
 - read with expression
 - show your feelings with your face and your body.

Independent reading

- Make groups of five students and ask the students to allocate a role to each person. Each group will need someone to play Billy, Sally, Nathan, Shey and a narrator. The director's lines could be said by the narrator.
- Ask the students to read through the script to practise their parts. Remind them to pay attention to the suggestions for reading a script that are written on the whiteboard.

FINAL CHAPTER



THE WRAP UP

Focus – Writing a text from a different perspective

- Read the chapter with the students and discuss the fact that it is written in first person narrative, that is, it is a story written by Billy, the main character in the story.
- Explain that stories can also be written in the third person, that is, by someone who is not in the story.

Independent reading

- Ask the students to rewrite 'The Wrap Up' as if written by Nathan.
- Encourage the students to make a list of what they know about Nathan before they start rewriting the chapter.
- Use the **BLM Character Profile** to support students' gathering of knowledge about Nathan.

Literacy activities to respond to the book

1. Select a chapter that is written in narrative and turn it into a film script. Ask some friends to help you perform your script.
2. Prepare a radio interview between a famous parachutist and a radio journalist. You will need to collect all the field knowledge about skydiving you can before you begin to write the interview. Make sure that you include as many special words and special phrases about skydiving as you can so that the interview sounds authentic.
3. Test your knowledge of skydiving and complete **BLM Extreme Skydiving Quiz**. Answers are on page 62.

4. Write a factual book about skydiving that would be appropriate for children aged 7 to 8 years. You will need to collect all the field knowledge about skydiving that you can before you begin to write and to identify facts that would be interesting for this age group. Make sure that you include as many special words and special phrases about skydiving as you can so that the book sounds authentic.
5. Make a parachute for a sibling's teddy bear. Check the Internet for details about the structure and design of a parachute.

BLM Extreme Skydiving Quiz

Name _____

1. What is an altimeter?

2. What does it mean if you 'outland'?

3. What is another word for canopy?

4. How many countries competed in the first parachute competition?

5. What does 'going tandem' mean?

6. When skydiving, for how long do you free-fall?

7. Name four pieces of specialised equipment you need for skydiving.

8. At what altitude must a plane be before a parachutist can jump out?

9. What is the outside temperature when a plane is at jump height?

10. What are camera flyers?

11. In what year was the first silk parachute made?

12. What does the word parachute mean?



BOOK SIX: MOUNTAIN BIKING

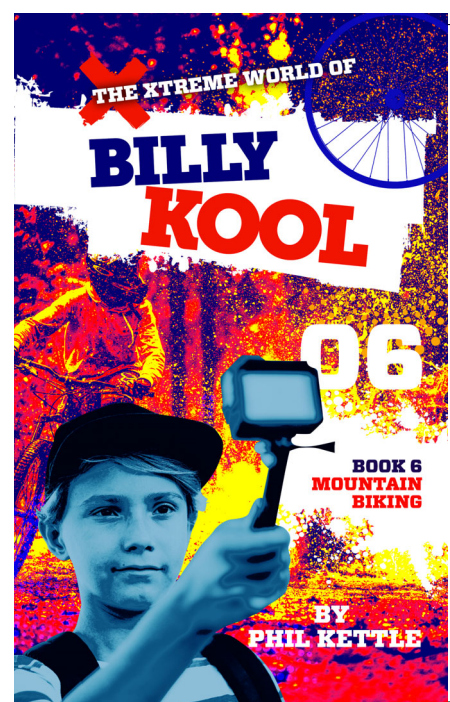
Guided reading ideas for each chapter

Preparation

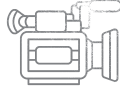
In order to complete the activities for this book each student will need a copy of the following **BLMs**, located at the back of the Teacher Resource Book: **Making Personal Connections, Excitement Graph** and **Character Profile**.

Introducing the book

- Direct the students to the photographs in The Xtreme World of Billy Kool: mountain biking on the front cover, opposite the contents page and opposite page 1.
- Discuss the photographs and the students' personal knowledge about mountain biking.
- Remind the students that activating prior knowledge about a topic before reading makes reading easier.



FIRST CHAPTER



THE DEAL

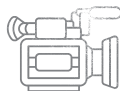
Focus – Making personal connections with the text

- Discuss the concept of making bets with your friends.
- Allow the students to share their experiences with making deals.
- Encourage the students to talk about their feelings when they made the bet, when they had to carry it through, and after it was all over.
- Remind the students that making personal connections with a text helps the reader to make a deeper engagement with the text.

Independent reading

- Ask the students to read the chapter and to record any personal connections they make with the text.
- Have the students record their findings on **BLM Making Personal Connections**.

SECOND CHAPTER



THE MONSTER

Focus – Writing a film script

- Explain to the students that the text type used in this chapter is narrative and within the narrative there is a lot of dialogue.
- Have them turn to page 23 and look at the way that the text is set out.
- Ask the students to describe the differences between the two text structures.

- Record their responses on a chart titled **Text Types** with two headings, **Narrative** and **Film script**.

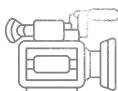
Text Types

Narrative	Film script

Independent reading

- Ask the students to rewrite the chapter as a film script.
- Select one of the film scripts written by the students and perform it.

THIRD CHAPTER



THE PLAN

Focus – Identifying the narrative shape of the chapter

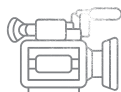
- Explain to the students that writers need to keep their readers' interest by including events and action that build tension, suspense, excitement, sadness and a range of other emotions.
- Using an excitement graph, show the students how to rate the events of the chapter according to how exciting they are.
- Demonstrate how to identify an event:
 - event 1: sat on the grass
 - event 2: Nathan arrives with a ladder
- Plot the event according to how exciting it is.

Independent reading

- Have the students read the chapter and identify and record the events.
- Ask the students to graph each event according to how exciting it is. Use the **BLM Excitement Graph**.

- When the students have completed their graphs ask them to allocate a word to each point of the excitement scale, for example, 1 might be 'boring' and 6 might be 'awesome'.
- Compare students' completed graphs and look at the shape of the chapter.

FOURTH CHAPTER



CAST AND CREW MEETING

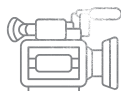
Focus – Reading to identify specific information

- Discuss the role of a cast and crew meeting and tell the students that in this chapter Billy, Sally and Nathan learn about the rules involved in mountain biking.
- Have the students make predictions about these rules and record their responses on the whiteboard.

Independent reading

- Have the students read the chapter and identify and record the rules for mountain biking.
- Ask them to add any other rules they feel may be important for safety.
- Remind the students that reading is easier when you are reading for a particular purpose.

SCRIPT



LIGHTS, CAMERA, ACTION

Focus – Reading with fluency and expression

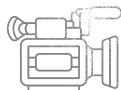
- Explain to the students that this chapter is set out as a film script.

- Have the students identify the structure of the text.
- Read the first page to the students, focusing on fluent and expressive reading.
- Emphasise that reading a script involves reading fluently and with expression.
- Have the students explain what fluency and expression mean and write the words and the students' definitions on the whiteboard.

Independent reading

- Allocate parts to each student and have them rehearse these individually, focusing on reading fluently and with expression.
- Once the students have had an opportunity to practise their parts individually, read the chapter as a group.

FINAL CHAPTER



THE WRAP UP

Focus – Predicting meaning

- Ask the students to predict what the last chapter might include.
- Ask them to summarise the main events in the book and to think about which of these Billy might reflect upon in this chapter.
- Jot students' predictions on the whiteboard and put their initials next to their personal responses.

Independent reading

- Have the students read the chapter independently and then discuss their predictions.

Literacy activities to respond to the book

1. Design a location map for a mountain bike ride that would be very exciting but also safe. Include all the features used in the 'Location Map' – key to the trail, a diagram of the equipment and the positioning of cameras.
2. Select your favourite character and create a character profile for them using **BLM Character Profile**. When the profile is complete make a drawing of your character that shows their physical appearance.
3. Construct a mountain bike trail that is challenging but safe. Use clay, plasticine, twigs, leaves and as many natural materials as you can so that your trail looks authentic. Include a mountain bike rider dressed in the appropriate clothes and safety equipment.
4. Conduct a survey amongst your friends about their thoughts on Nathan's actions with the monster. Before you do the survey, predict how you think the majority of people will respond. Use **BLM Opinion Poll** to record your survey.
5. Design and draw a mountain bike that you could ride in an extreme mountain bike riding event. Label your bike so that its special features are highlighted.

BLM Opinion Poll

Name _____

Survey five friends about Nathan's actions.

Issue	Agree	Disagree
1. Was Nathan right to try to get over the monster's fence?		
2. Should Nathan pay for the broken fence?		
3. If the monster had really hurt Nathan would it have been Nathan's fault?		

My prediction of my classmates' views

Summary of responses to each question

1. _____

2. _____

3. _____



BOOK SEVEN: KART RACING

Guided reading ideas for each chapter

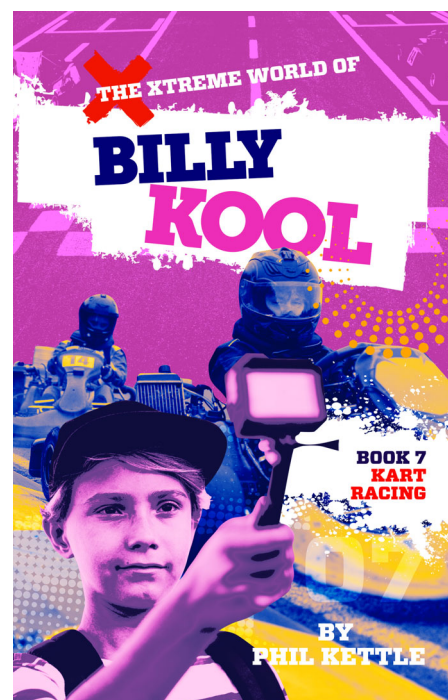
Preparation

In order to complete the activities for this book each student will need a copy of the following **BLMs** located at the back of the Teacher Resource Book: **Character Profile, Field Knowledge** and **Making Personal Connections**.

Introducing the book

Give each student a copy of *The Xtreme World of Billy Kool: kart racing* and guide their thinking about the book before they begin to read by doing the following:

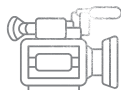
- Explain that you are going to give them a number of instructions which you want them to follow independently.
- Ask the students to look closely at the front cover and to consider the title of the book and the illustration.
- Ask them to spend a minute thinking of what the book might be about then ask



them to open at the contents page and to read the chapter headings one at a time.

- Again, ask them to spend a minute thinking of what each chapter might be about.
- Have a brief discussion with the students about their predictions.
- Remind students that reading is an active process involving thinking.

FIRST AND SECOND CHAPTER



MY POP & COMING TO STAY

Focus – Making personal connections with the text

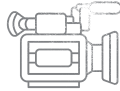
- Read page 1 to the students and make any personal connections to the text that you can, for example recall times as a child when your grandparents came to visit.
- Record your connections with the text on a chart titled Making Personal Connections. Make two columns headed Parts I connect with and How I connect.

Independent activity

- Give the students some post-it notes and have them read the rest of the chapter and identify and mark anything with which they have a connection. Encourage them to think about:
 - grandparents visiting
 - grandparents living alone
 - activities with grandparents
 - spending time with their parents.
- Have them record their findings on **BLM Making Personal Connections**.
- Encourage the students to include connections that friends or family may have had with these things.

- Share the students' findings and encourage them to articulate how making personal connections with a text makes them feel about the text.
- Suggest that making personal connections with a text results in a deeper appreciation for and engagement with the text.

THIRD CHAPTER



THE TALK

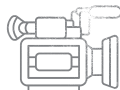
Focus – Identifying ways of developing a character

- Explain to the students that writers develop characters by giving facts about the character and by showing the reader what the character says and does.

Independent reading

- Ask the students to read the chapter and to identify and list as many things as they can about Basher Brown.
- Have the students record their findings on **BLM Character Profile**.

FOURTH CHAPTER



CAST AND CREW MEETING

Focus – Rewriting the chapter from another perspective

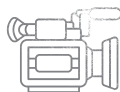
- Read the chapter with the students and discuss the fact that it is written in first person narrative. First person narrative means that the story is written from the perspective of the main character in the story, Billy.

Independent reading

- Have the students rewrite the chapter from Billy's grandfather's point of view.

- Encourage them to think about what they know about Billy's grandfather before they begin to write.

SCRIPT



LIGHTS, CAMERA, ACTION

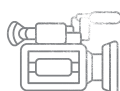
Focus – Identifying field knowledge used by the writer

- Prepare a chart titled **Field Knowledge** with two columns headed **Special words** and **Special phrases**.
- Have students turn to page 21 and read it aloud.
- Ask the students to clap when they hear special words or phrases to do with kart racing.
- Write the words 'track' and 'kart' under **Special words**.
- Write the words 'burn some rubber' under **Special phrases**.
- Explain that writers need special field knowledge in order to make a text sound authentic.

Independent reading

- Ask the students to read the chapter and to identify the field knowledge about kart racing that the writer has embedded in the film script.
- Have them record their findings on **BLM Field Knowledge**.

FINAL CHAPTER



THE WRAP UP

Focus – Writing a text from a different perspective

- Read the chapter with the students and discuss the fact that it is written in first person narrative. First person narrative means that the story is written from the perspective of the main character in the story, Billy.

Independent reading

- Ask the students to rewrite 'The Wrap Up' as if written by Pop.
- Encourage the students to make a list of what they know about Pop before they start rewriting the chapter.

Literacy activities to respond to the book

1. Prepare a script involving interviewing a racing kart driver. You will need lots of field knowledge to complete this task. Consider rereading *The XtremeWorld of Billy Kool: Kart Racing* and recording some field knowledge about kart racing before beginning to write. Make sure you ask interesting questions that involve more than a 'yes' or 'no' answer.
2. Design and draw a kart that you would be proud to race in. Label your drawing in order to demonstrate your technical knowledge of karts.
3. Explain how a complex piece of mechanical equipment, such as a steering wheel or a braking device, works on a kart. Use labelled diagrams to assist your explanation.
4. Make a video of Pop being interviewed after the filming of the kart racing. You will need a camera operator, an actor to play Pop and an interviewer. You will need to write some interview questions and to practise asking them with Pop before you film the interview. Consider what Pop would be wearing and any props that you could use to make your interview look more authentic.
5. Pop's gift of a car to Billy was very generous. Gifts can be a wonderful thing but they can also, sometimes, bring many responsibilities with them. Consider Billy's experience of being given a car and consider your own experiences of receiving a gift. Complete **BLM What an Awesome Gift!** to show your thoughts and feeling about gift giving and receiving.

BLM What an Awesome Gift!

Name _____

Billy's most awesome gift

Pop's gift of a car to Billy was very generous.

Write three words to describe how Billy felt when Pop gave him the car.

1. _____ 2. _____ 3. _____

Advantages of the gift

Disadvantages of the gift

_____	_____
_____	_____
_____	_____

What could Billy do to thank Pop for his very generous gift?

My most awesome gift

My most awesome gift was _____

I felt:

1. _____ 2. _____ 3. _____

Advantages of the gift

Disadvantages of the gift

_____	_____
_____	_____
_____	_____

I showed my appreciation by



BOOK EIGHT: ROCK CLIMBING

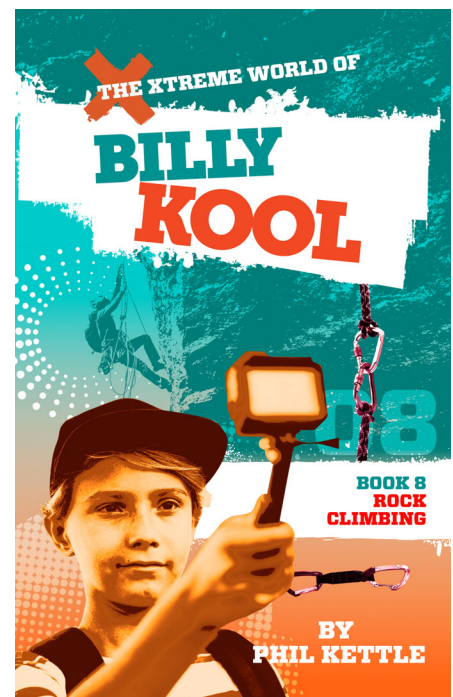
Guided reading ideas for each chapter

Preparation

In order to complete the following activities each student will need a copy of the **BLM The Grammar Tree**, located at the back of the Teacher Resource Book.

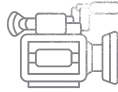
Introducing the book

- Have the students look at the photograph opposite the contents page and discuss what is happening.
- Have them read the 'Rock Climbing Equipment' diagram on the next page and read about and discuss the equipment.
- Now ask the students to discuss the photograph of the rock climber and use as many of the special words and phrases included in the 'Rock Climbing Equipment' diagram as they can.



- Remind the students that activating prior knowledge about a topic before reading makes reading easier.

FIRST CHAPTER



THE END

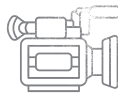
Focus – Making personal connections with the text

- Explain to the students that in this chapter Billy, Sally and Nathan are feeling 'down'.
- Ask the students what 'feeling down' means to them.
- Discuss what makes them feel down and what they do when they are feeling this way.

Independent reading

- Have the students read the chapter and identify why Billy, Sally and Nathan were feeling down and how they coped with this feeling.

SECOND CHAPTER



HOW COOL IS THIS?

Focus – Summarising main ideas

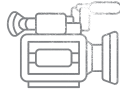
- Explain to the students that this chapter describes the plans Billy, Sally and Nathan have for when their last extreme sports show is over.
- Make a table on the whiteboard titled Plans and make three columns headed Billy, Sally and Nathan.

Independent reading

- Ask the students to read the chapter and to identify each character's plans.
- Have a group discussion about the chapter and record students' ideas about the characters' plans on the Plans table.

- Explain to the students that having a focus for reading makes comprehension easier.

THIRD CHAPTER



JUST ANOTHER SHOW

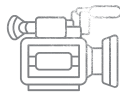
Focus – Making personal connections with the text

- Explain to the students that in this chapter Billy talks about becoming more confident.
- Ask the students about the sorts of things that help people to be more confident.
- Predict what it is that Billy feels has made him more confident.

Independent reading

- Have the students read the chapter and identify and record the things that have made Billy feel more confident about himself.
- Share the students' findings and discuss the importance of having good self-esteem.

FOURTH CHAPTER



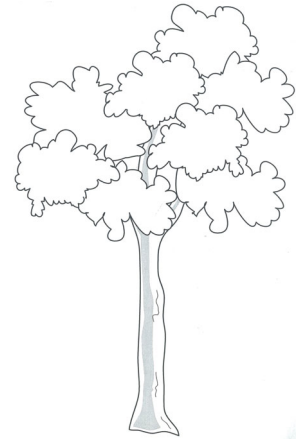
CAST AND CREW MEETING

Focus – Identifying nouns

- Write the first sentence of the chapter on the whiteboard and ask the students to help you identify and underline all of the nouns. Explain that a noun is the name of a person, place or thing.

'On Friday afternoon, before the limo came to pick us up for the cast and crew meeting, I watched the videos of all our shows.'

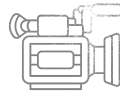
- Draw a tree on the whiteboard and show the students how to record the nouns on the leaves of the grammar tree.



Independent reading

- Have the students reread the chapter and identify and record all the nouns they can find.
- Have them record their findings on **BLM The Grammar Tree**.
- Ask the students to shade any leaf on the grammar tree that contains a noun to do with rock climbing.

FIFTH CHAPTER



THE CLIMB

Focus – Retelling from a different perspective

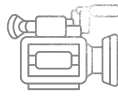
- Explain to the students that you are going to retell a part of the chapter as if you were a radio commentator observing the action.
- Model a commentary of the first event as an example.

'Billy's parents are wishing him good luck as he leaves his home and heads for the limo. Sally and Nathan are already in the car...'

Independent reading

- Tell the students that you want them to read the chapter and then to retell it as if they were a radio commentator observing the action.
- Suggest that they add details to the retelling to demonstrate how Billy, Nathan and Sally are feeling.

SCRIPT



LIGHTS, CAMERA, ACTION

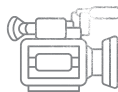
Focus – Reading with fluency and expression

- Discuss the way in which a script must be read to hold the attention of an audience.
- Make a list of the students' ideas on the whiteboard. Students may suggest things such as:
 - read smoothly
 - read with expression
 - show your feelings with your face and your body.

Independent reading

- Make groups of five students and ask the students to allocate a role to each person. Each group will need someone to play Billy, Sally, Nathan, Shey and a narrator. The director's lines could be said by the narrator.
- Ask the students to read through the script and to practise their parts. Remind them to pay attention to the suggestions for reading a script that are written on the whiteboard.

FINAL CHAPTER



THE WRAP UP

Focus – Writing a text from a different perspective

- Read the chapter with the students and discuss the fact that it is written in first person narrative. First person narrative means that the story is written from the perspective of the main character, Billy.

Independent reading

- Ask the students to rewrite 'The Wrap Up' as if it were written by the director of the show.
- Encourage the students to make a list of things the director might comment on before they begin their rewrite.

Literacy activities to respond to the book

1. Make a pamphlet advertising rock climbing as a leisure time activity for people of your age. Collect as much information as you can about rock climbing in your area. Are there any indoor climbing centres that you could go to? Include information about the sport, as well as clothing, equipment and costs involved.
2. Prepare a questionnaire to give to a rock climber. Contact your local rock climbing centre and arrange to interview a rock climber. This interview could either be in person at your school, or you could send your questionnaire in the mail.
3. Organise a rock climbing excursion for your class. You will need to find out how much it would cost and what the safety arrangements are. Compose a letter to be sent home to parents to ask if they will give their consent for their child to participate in a rock climbing excursion.
4. Write a diary entry for Sally after she has completed the rock climbing show. Collect all the knowledge you have about Sally before you begin to write. What sort of things does Sally 'say' and 'do'?
5. Conduct a survey about the sorts of television programs watched by your class. Use **BLM What Are You Watching?**

Make a graph that gives information on the following: the most popular program in your class, the least popular program, the most popular type of program in your class, the least popular type of program.

BLM What Are You Watching?

Name _____

Record your television viewing habits for one week.

Complete the table below and list the names of the programs you watch and what type of programs they are.

Types of programs

Reality	Cartoon	Adult	Children's
Sport	Music	Documentary	Soapies
News/Current Affairs			

Day	Name of programs	Type of programs
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

BLM Making Personal Connections

Name _____

Text _____

Parts I connect with	How I connect

BLM Character Profile

Name _____

Character name _____

Things the writer tells us	What the character says	What the character does

BLM Field Knowledge

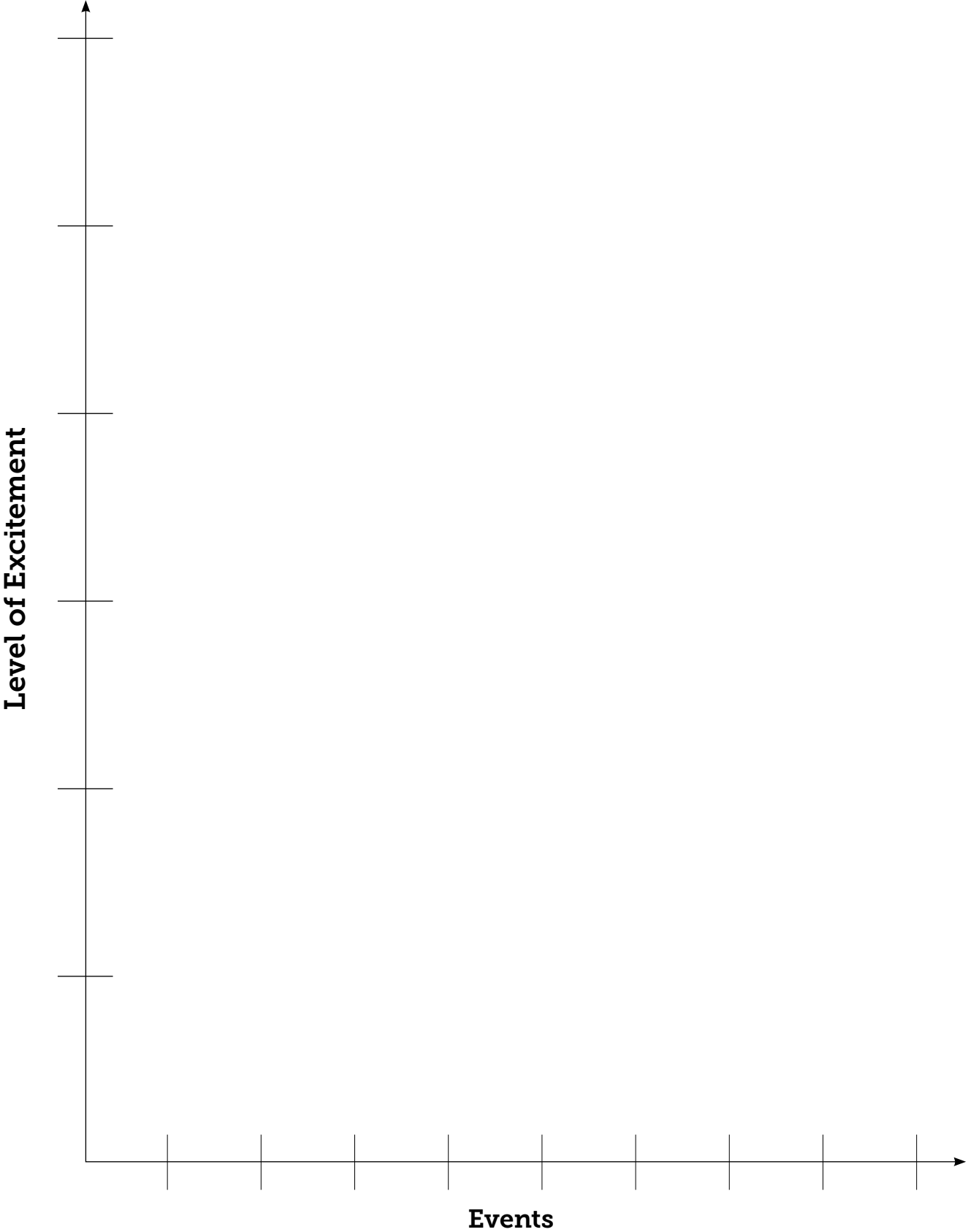
Name _____

Topic _____

Facts	Special words	Special phrases

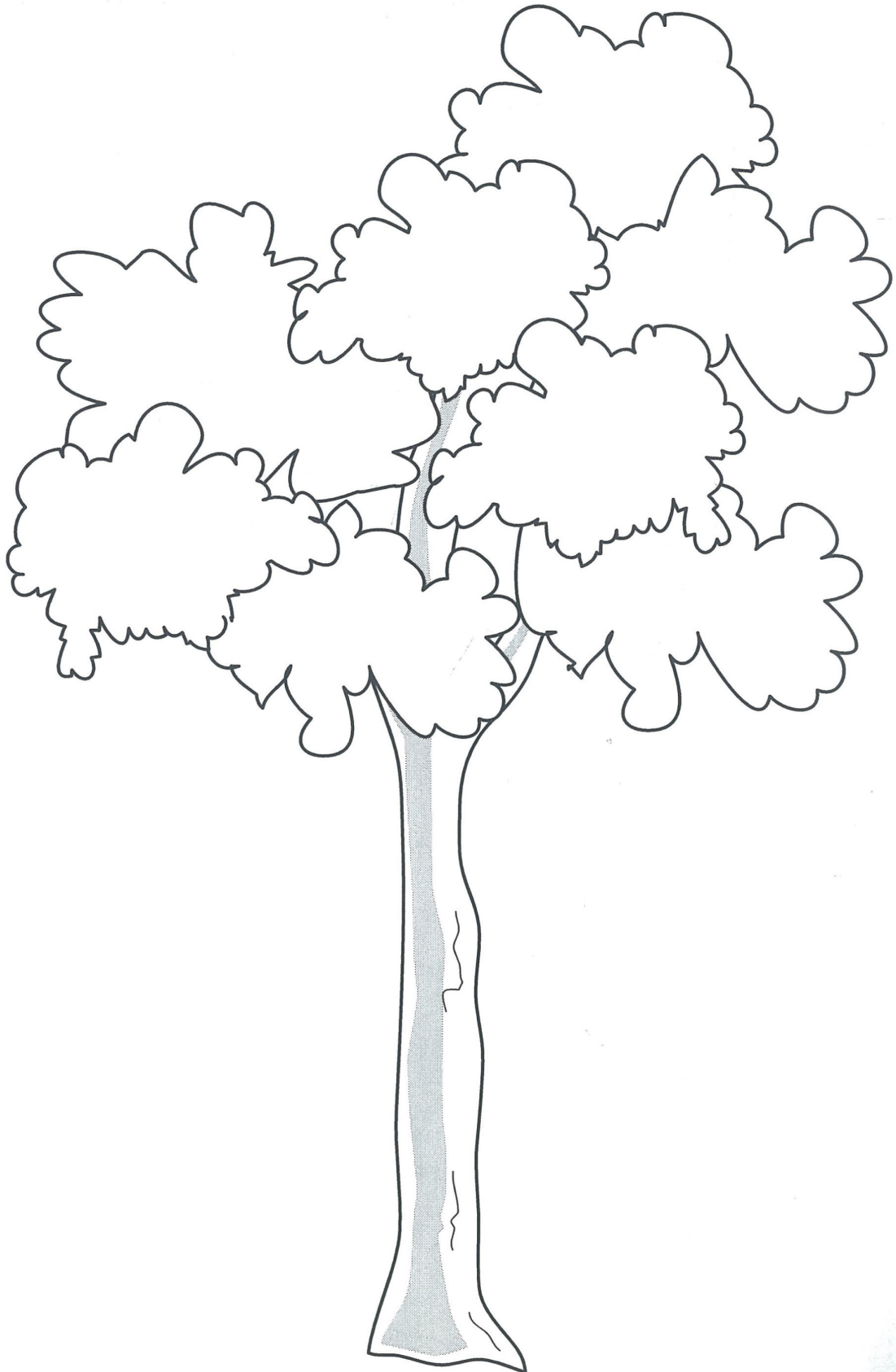
BLM Excitement Graph

Name _____



BLM The Grammar Tree

Name _____



Answer to Extreme Skydiving Quiz

- 1.** An altimeter measures altitude so you know when to release your parachute
- 2.** You land off-target
- 3.** Parachute
- 4.** Five
- 5.** Being attached to experienced jumpers with a harness
- 6.** Forty seconds
- 7.** Jumpsuits, goggles, gloves, helmets, harnesses
- 8.** Twelve thousand feet
- 9.** Five degrees
- 10.** Sky divers with cameras attached to their helmets
- 11.** 1785
- 12.** Parachute means 'break fall'

