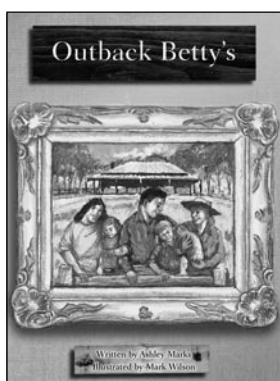


# Outback Betty's

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
<b>Fact</b>	<b>Procedure</b>	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	<b>Recount</b> (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	<b>Information Report</b> (Description)	Mythical Creatures	The World of Caves	Top Towers
	<b>Information Report</b> (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	<b>Interview</b>	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	<b>Biography</b>	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	<b>Explanation</b>	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	<b>Procedural Recount</b>	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
<b>Fiction</b>	<b>Realistic Fiction</b> (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	<b>Realistic Fiction</b> (In School)	On the Case	The Real-Life School Project	Ms McMahon
	<b>Historical Fiction</b>	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	<b>Fantasy</b>	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	<b>Science Fiction</b>	A New Source of Power	The Intergalactic Race	Eighth Moon
	<b>Humour</b>	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	<b>Mystery</b>	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	<b>Folktales</b>	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



## OUTBACK BETTY'S

**Middle level fiction**

**Text type: Realistic fiction**

**Reading age 9.7**

**Word count 1,948**

### Before Reading

Ask students to explain what the term *realistic fiction* suggests. *Why do you think authors would use realistic settings, events, or characters in these stories?* Guide the discussion so that students understand that this allows authors to create story-lines that readers can relate to. *Many readers like to imagine that things they read about could happen to them. Realistic fiction makes it easy for readers to identify with the characters and events.*

Activate prior knowledge by asking students if they have read any realistic fiction. Discuss the aspects of these texts that are realistic.

What generally happens in these stories? Guide the discussion to build understandings that fictional texts usually begin with a problem that is eventually solved.

### COVER

#### Before Reading

Read the title and ask the students to consider what this story might be about.

Discussion and question guide:

- *What can you tell from the front cover?*
- *Where do you think this story is set?*
- *Who might Betty be?*

Read the blurb on the back cover. Discuss the terms *realistic fiction* and *lure of outback adventure*. Guide students to understand that the author has used a realistic plot and setting in this book and that someone will tell this story. *Who might tell this story?*

*What is Jake's Gully? Where do you think Jake's Gully is situated? Guide students to infer that this story may occur during a drought. How could a lack of rain cause problems for the main characters?*

*Consider the title, cover illustration and blurb. What do you think might happen in this story?*

## CHAPTER 1

### During Reading

*Read the title. What do you think it means? Who and what do you expect to find out about in Chapter 1?*

*When authors write stories, some things they write are important to remember, as it helps us to understand things about the characters and events. As you read Chapter 1, jot down things you learn about the characters and their farm that may be important.*

*You will read about life on the narrator's farm. How do you think it is different from life in a city? Take note of things in the story that tell you about life on this farm. Be ready to discuss how the narrator feels about her life on the farm. Jot down words from the story that tell you.*

### After Reading

*Were you correct when you predicted a possible drought in this story?*

*Why do you think the three sisters moved to the big city and didn't come back to the farm regularly to visit? How do you think the narrator and her father felt about that? Explain. Encourage students to refer to words in the book that substantiate their understandings. Direct them to page 6 to check if necessary. How does the narrator feel about living on the farm? Which words from the book tell you this?*

*How is the narrator's life the same or different to yours? Guide the conversation to include home schooling, working from dawn to dusk, daily chores, single parent families, lost parent, and a parent that is a good story teller.*

*What elements of realism have you observed in this story?*

## CHAPTER 2

### During Reading

*What does the title suggest to you? Discuss the meanings of the words *desperation* and *determination*. What does it mean to be *desperate*? *Determined*? What might these words mean in the context of this story? Find out who is *desperate* and who is *determined* in this chapter.*

*As you read, jot down any tricky words. Think about what they could mean and be ready to discuss them.*

*The narrator will learn something important. Take note of what her dad tells her and how the narrator feels about the news. Be ready to share words from the story that tell us how she is feeling. How does her dad feel about the decision? What tells you this?*

*This news presents the problem in the story. How does the narrator think she can solve the problem? What do you think about her idea?*

### After Reading

Clarify any words identified by students. Reread the sentences around these words. Invite inferences about word meanings.

*What have you learned about the words *desperate* and *determined* from this chapter? What has made Dad feel *desperate*? Why is the narrator *determined* to save the farm?*

Guide the discussion so that students understand Dad's position. *How long is Dad's working day? If Dad started work at five o'clock in the morning, when would he finish? How might Dad feel at the end of the day? How is working on the farm different to other jobs? Guide students to understand that work on a farm is seven days a week. What is making work on the farm even harder than usual?*

*Discuss Dad's news and the narrator's feelings about selling the farm. What are the problem and possible solution in this book? What do you think about the narrator's plan? Explain.*

## **CHAPTER 3**

### **During Reading**

*Discuss the title and what it may mean. What do you expect the general theme of Chapter 3 to be? Why?*

*As you read, note any tricky words that you need to discuss. You will find out the relevance of the word Betty in the title. Think about how important this word is to Dad and the narrator.*

*Dad and the narrator were careful about getting the farm ready for the outback adventure. In what ways were they careful, and why did they need to think carefully about how they would prepare the farm for visitors? As you read, jot down the things they did to the farm.*

*What did Dad and the narrator do to try to attract tourists? Be ready to discuss their ideas and think of some extra ways to attract tourists.*

### **After Reading**

*What is the significance of the word Betty? How might the use of Mum's name make Dad and the narrator feel about Outback Betty's? Is this a good choice of name? Why?*

*How did Dad and the narrator prepare the farm? How did they need to be careful about how they did this? Guide the discussion so that students understand that any work done on the farm needs to look and feel rustic. There can be no comforts of home, as tourists are coming to experience an outback adventure.*

*Reread the second paragraph on page 17. Discuss the terms outside dunny, lick of paint, and outback charm. How would you feel about*

*using an outdoor dunny? Discuss. Explain how an outdoor toilet works.*

*Do you think Outback Betty's will be a success? Would you like to experience a holiday like this? Discuss how the farm was advertised.*

## **CHAPTER 4**

### **During Reading**

*What can you predict from the title?*

*As you read this chapter, take note of the things that made Outback Betty's a success. Jot some notes and be ready to discuss why you think the tourists enjoyed these things. Which of these things would you like to experience? Be ready to share your reasons.*

*You may read some words and terms that are new to you or that you have heard, but don't fully understand. Think about what these words may mean and jot them down for discussion at the end.*

*Find three pieces of evidence from the story that indicate how successful Outback Betty's becomes. Note these things ready for discussion.*

### **After Reading**

*Discuss any words or phrases identified by students for clarification. Include these words and terms:*

- yarns (page 22)
- yabbies, billies, dag and shear, coal-fired snake, witchetty grubs, and bush tucker (page 24)

*Do you know any other examples of bush tucker?*

*On page 21, it says that people helped to do the work on the farm and that they had to pay for the privilege. What does this mean?*

Turn to page 21. Which words tell us that Outback Betty's was a big success? Guide students to know that *never-ending bookings* and *in advance* tell us how successful the farm became.

What do the tourists enjoy most at Outback Betty's? Why do you think these things are so popular? Which of these things would you like to experience? Explain.

## CHAPTER 5

### During Reading

What does the title suggests may happen next? Look at the illustration on page 27 to give you more information.

Read Chapter 5 and see whether our prediction is correct. Jot down all the things that happen to Dad and the narrator that are interesting and exciting. Find words in the story that tell us how Dad and the narrator felt about what was happening.

How do you expect the things that happen in Chapter 5 will change Outback Betty's? Be prepared to discuss your reasons.

Dad and the narrator find out how the visitors feel about Outback Betty's. Be ready to discuss what they find out and how they feel about the news.

As you read you may find more examples of bush tucker. Note the page numbers and be ready to discuss them.

### After Reading

Discuss the events that occur in Chapter 5. What are the things that happen to Dad and the narrator that are exciting and interesting? Discuss what the news crew filmed. How did Dad and the narrator feel about having the news crew following them around? What tells

you how they felt? Prompt students to find words in the story that provide evidence.

On page 29, the news crew interviews some of the tourists. What do Dad and the narrator discover? How did that make them feel? What could happen to Outback Betty's after the television program is aired?

What other examples of bush tucker did you read about? Invite discussion as students make inferences about the bush tucker. What are *burdekin plums*? Explain that these are the fruit from the Burdekin Plum tree (a kind of plum). What did the narrator make from them? Why did she need to soften them?

## CHAPTER 6

### During Reading

What do you predict from the title?

As you read the last chapter, think about how the television show impacts on Outback Betty's.

What happens that you think is an unexpected but nice surprise for Dad and the narrator?

We learn some new things about the family in this chapter. Be thinking about some of the new discoveries you make as you read. You will need to think about what you read to piece together the family tree. As you learn about the family, think about whether you think this is a close family. Discuss the term close family.

Has the problem in this story been solved? Who solved the problem in this story? Is there something to be learned from this story? Be ready to share your thoughts.

## After Reading

*On page 31 it says that Dad had tears in his eyes for the second time. When do you think was the first time that Dad had tears? Encourage inferences.*

*How do you think the narrator felt about her sisters coming back to the farm, even though they hadn't helped out? Explain. What tells us that the narrator had never met her nieces and nephews before? How old is the narrator? Do you think 11 is younger than usual for someone to be an aunt? If the narrator has nieces and nephews, what does this tell us about Dad? Guide students to infer that Dad is a grandfather but had never met any of his grandchildren. How do you think he might have felt about that?*

*Which members of this family do we know to be close? How close do you think Dad and the narrator are to the narrator's sisters? Explain.*

*What is to be learned from this story? Discuss.*

## ▲ CODE BREAKER

*A metaphor is a device used when two things are compared in such a way, that that one thing is said to be the other. Examples of metaphors are my son Tom is an angry bull, or you are a little monkey.*

*Turn to page 17. Read the second paragraph and look for the metaphor. Support students to identify a lick of paint. What does the author mean?*

*Work with a partner to find the metaphors on pages 19 and 32:*

- All our hopes were pinned on Outback Betty's.*
- Sometimes we would catch each other's eye as we went about our business.*

*Chat with your partner and be ready to discuss what is meant by each of these metaphors.*

## 🕒 MEANING MAKER

*Discuss these questions with a partner:*

- How did Dad feel about selling the farm? How did the narrator feel about it? Use the book to help you find words that suggest this.*
- How do you think Dad and the narrator felt about the narrator's sisters moving away from the farm? Explain.*
- How would you feel if some of your family members moved away and you rarely saw them? Explain.*
- How else could the main characters have solved their problem?*
- What do you think their lives will be like from now on? Explain your thoughts.*
- Does an outback adventure appeal to you? If so, what experiences would you like to try? If it not, think of an adventure you'd like to have. Explain.*

## 🕒 TEXT USER

*Narrative stories usually begin with a problem and may be complicated by other things along the way to finding a solution. In Outback Betty's, the reader feels that the narrator's plan will be successful right from the start. This is a story without complications. As we move through the story, we learn about the skills of the main characters. The way to finding a solution lies in Dad's gifts of storytelling and knowing the land, and the narrator's clever ideas. The tension built by the author is to keep the reader wondering whether the plan will work and if it does, how successful it will be.*

*Discuss how students felt as they read this story. Did they enjoy the ease and simplicity of this plot? What did you enjoy about it? Ask students to relate this story to other feel-good texts.*

## ◎ TEXT CRITIC

*In this text, the author carefully selected words, phrases, and sentences to build our understandings of Dad and the narrator. Think about how you feel about them. Do you like them? What did you read about them that makes them likeable to you?* Support students to understand that the author constructed the text deliberately to make us view Dad and the narrator in this way.

*There was not a lot written about the three sisters. They had small but important roles in this story. Why don't we approve of their behaviour in this story?* Support students to understand that we perceive the sisters to be uncaring. By turning up for the television show at the end, we think of them even more poorly. Support students to understand that the references to the sisters were deliberately made to shape our perceptions of them.

## USING MULTIPLE INTELLIGENCES

Examine a variety of brochures for holiday ideas. Think about how the brochure is set out. What types of words, phrases, and sentences are used? How do the images add interest and effect? Work with a partner to –

**Discuss and sketch:** a rough design for a brochure for Outback Betty's. (V, P, S)

**Compose:** the writing about each of the attractions or features at Outback Betty's. (V)

**Layout, illustrate, and publish:** work on the layout of your brochure, insert images from a software program (or add later), and print it out. (B, S)

**Display:** your brochure with those of the rest of the class.

## MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

# Outback Betty's

Name \_\_\_\_\_

Complete the details and add your thoughts as you read.

Main Characters (Chapter 1)

Additional Characters

Setting (Chapter 1)

Problem (Chapter 2)

Action (Chapter 3)

Action (Chapter 4)

Action (Chapter 5)

Solution (Chapter 6)



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# Outback Betty's

Name \_\_\_\_\_

*Outback Betty's* contains lots of interesting words and phrases. Rewrite each sentence and substitute the bold words with another word or words that make sense.

Dad told **yarns** about bushfires, or the time the giant kangaroo saved his life.

---

Everything was **bone dry**.

---

Dad and I were **slaving** just to eat.

---

We wanted to **hang on to** the farm.

---

Who would buy a **dilapidated** old farm?

---

You'd have to be **out of your mind**.

---

We could turn the farm into an **outback adventure**.

---

We built another outside **dunny**.

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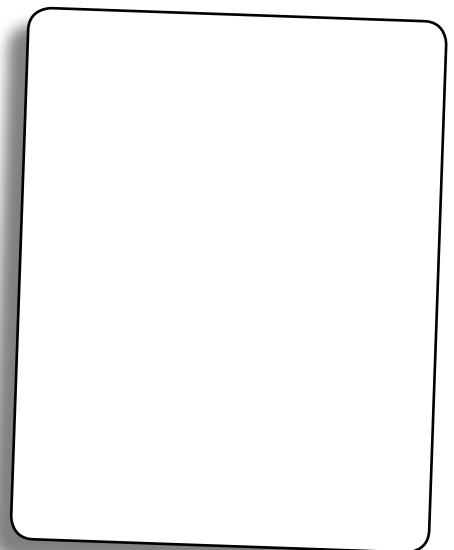
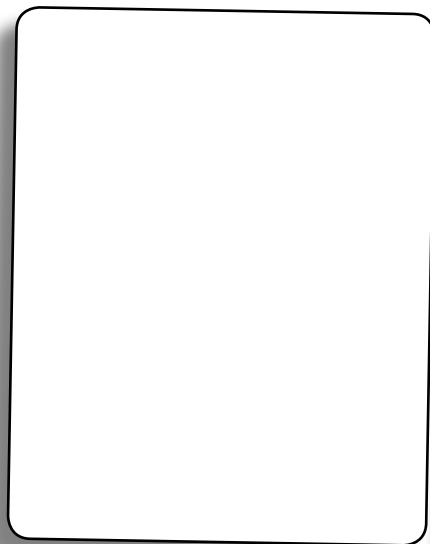
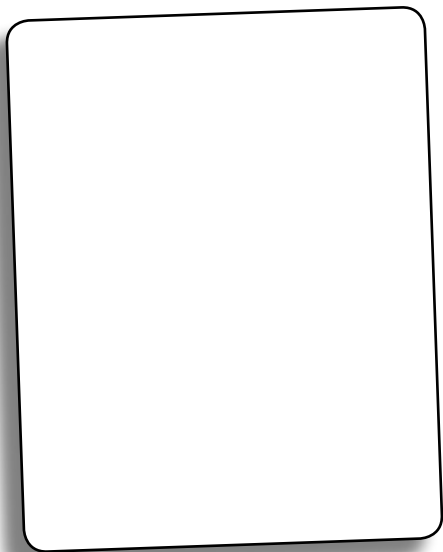
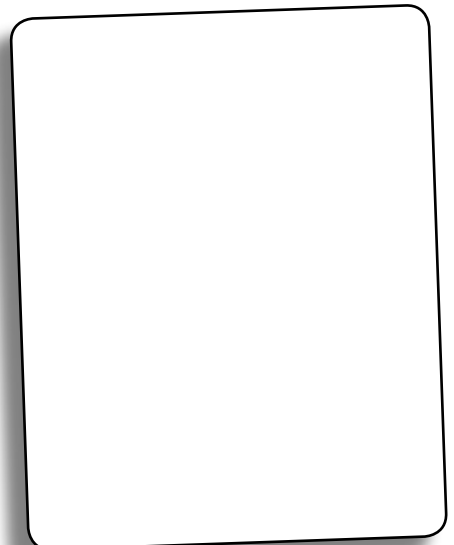
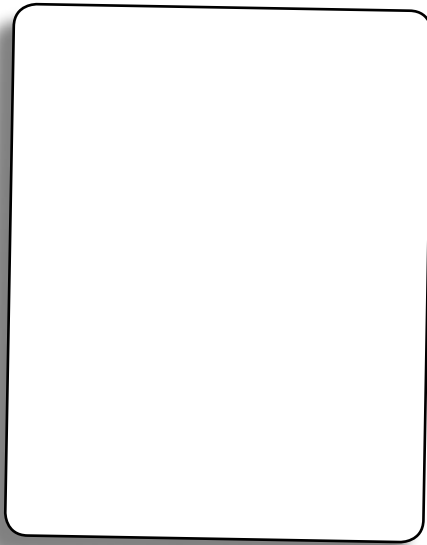
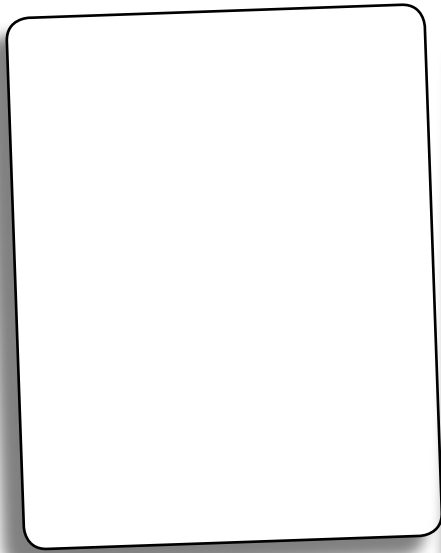
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# Outback Betty's

Name \_\_\_\_\_

Draw photos of yourself experiencing different outback adventures at *Outback Betty's*. Use the book to help you remember some of the fun things to do. Write a caption for each photo.



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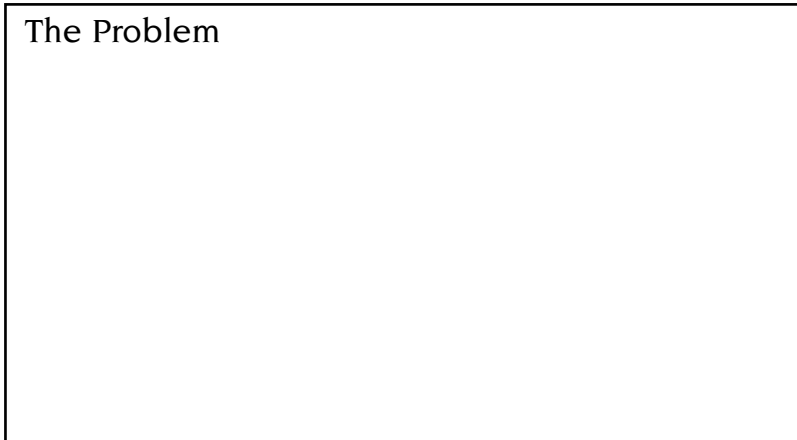


# Outback Betty's

Name \_\_\_\_\_

In *Outback Betty's*, the problem is identified early in the book, a plan of action runs its course, and then the problem is solved. Draw and write about how this is done in this story.

The Problem



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The Plan



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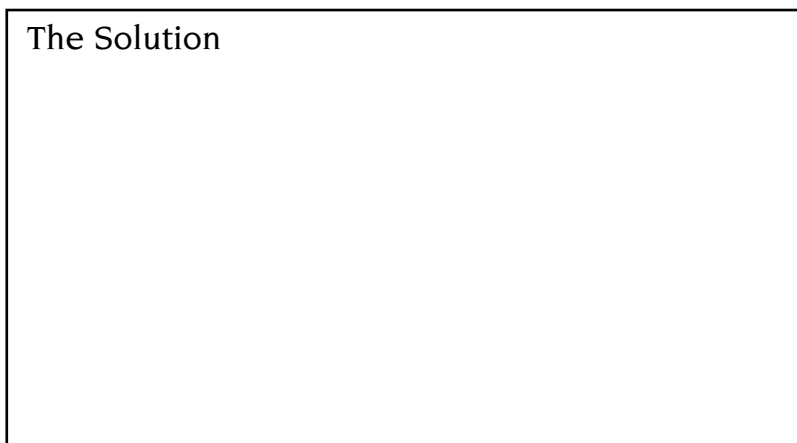
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The Solution



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# Outback Betty's

Name \_\_\_\_\_

Brainstorm words and phrases to describe the narrator and the sisters. Include words and phrases from the story.

Narrator

Three Sisters



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# Outback Betty's

Name \_\_\_\_\_

Multiple Intelligences (verbal-linguistic)

Find the words from the story in the word search.

O	U	T	B	A	C	K	M	A	X	P	W
Q	Z	G	U	L	H	P	S	B	S	L	B
U	L	W	S	N	A	K	E	E	H	U	O
A	F	Z	H	Q	R	Q	B	T	E	M	N
N	A	J	T	J	M	B	Y	T	A	R	E
D	R	O	U	G	H	T	V	Y	R	D	D
O	M	Q	C	Q	K	K	X	R	S	U	R
N	D	J	K	R	A	B	B	I	T	N	Y
G	P	D	E	Y	A	R	N	L	P	N	P
W	J	W	R	Q	D	Y	A	B	B	Y	P
W	I	T	C	H	E	T	Y	G	R	U	B

- |       |          |        |               |       |
|-------|----------|--------|---------------|-------|
| BETTY | BONE DRY | BUSH   | TUCKER        | CHARM |
| DUNNY | DROUGHT  | FARM   | OUTBACK       |       |
| PLUM  | QUANDONG | RABBIT | SHEAR         |       |
| SNAKE | YARN     | YABBY  | WITCHETY GRUB |       |



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# Outback Betty's

Name \_\_\_\_\_

Write about how these elements of *Outback Betty's* were realistic.

The characters

---

The setting

---

The problem

---

The solution

---

Are there elements of *Outback Betty's* that you think could not or would not happen in real life? Explain.

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Would you like to be involved in an outback adventure like this story? Explain.

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# Notes

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