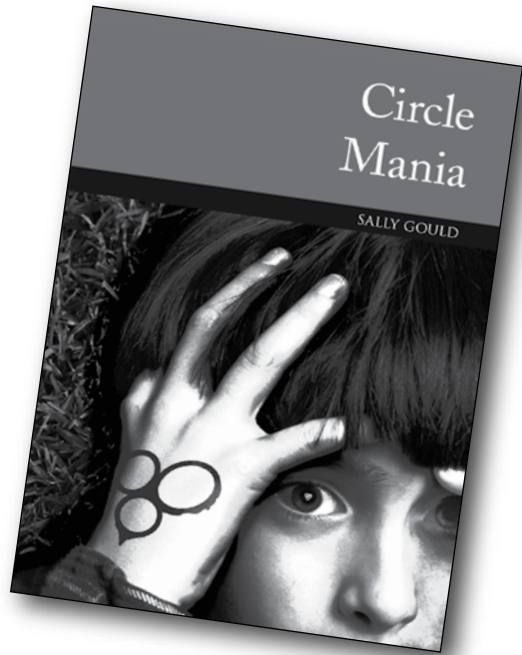


Springboard 6

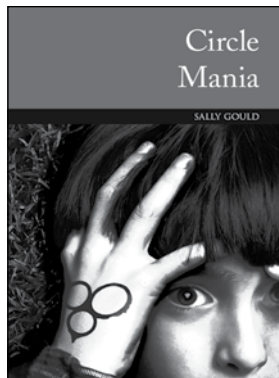


Circle Mania

Fiction

Title	Text Type	Word Count
Pet Wrangler	Humour	7000–7900 words
Uncanny Climate Change	Mystery	7000–7900 words
Casey and the Oob	Fantasy	8000–8900 words
Circle Mania	Realistic Fiction	8000–8900 words
In the Land of the Bow	Historical Fiction/ Fantasy	9000–9900 words
The Place to Be	Realistic Fiction	9000–9900 words

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.



CIRCLE MANIA

Middle level fiction

Text type: Realistic Fiction

Reading age 11.5–12.5

Word count 8000–8900

Guide questions for teachers are in *italics*.

Before Reading

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

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

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?

What might the title mean?

Read the blurb on the back cover. Discuss the term realistic fiction. Guide students to understand that the author has used a realistic plot and setting in this book. Who are likely to be the main characters? Who might tell this story?

What are pro lawn mowers? Discuss the word pro and explain that it is short for professional.

What does it mean to blow the minds of everyone?

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

WET SHOES AND SOCKS

Before Reading

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

Read the opening on page 4. Where is the first chapter set? Why might the other students be glancing at Jessica and Madeleine?

Some parts of stories are important to remember as they will help us understand things about the characters and events that will occur later in the story. As you read this chapter, jot down things you learn about the characters that may be important later on.

You will learn about some of the relationships at the school, and what the problem in this story is.

After Reading

What do you learn about Jessica and Madeleine? How do they earn the money to buy their MP3 players?

What impression do you get of the “Fab Four” girls? Why? Who are these girls?

On page 5, the author writes that Isabelle stuck her nose disdainfully in the air. What does this mean?

What other characters are introduced?

What problem is identified? Why can't the oval be mowed by Sanderson's Mowing?

What does the word saturated mean?

THE ENGLISH CROP CIRCLES

Before Reading

What does the title suggest to you? What is a crop circle? Tell students that it is a large, unexplained circle of crushed crop. Discuss some possible causes. Encourage inferences.

Read page 8. Where is this chapter set? Who is Mr Jefferson? Why might someone be tight-lipped? What does the phrase jumping to conclusions mean?

Read this chapter to find out about the relevance of the crop circles to this story. You will read about some possible explanations for crop circles. Be ready to share your thoughts.

After Reading

What does Mr Jefferson think caused the crop circles?

What does Alexander think caused the crop circles?

Why is Mr Jefferson interested in what the students want to be when they grow up?

What interesting comment does he make about girls and academic achievement?

What jobs do Jessica and Madeleine want to do when they leave school?

What is a midwife?

Why do you think Jessica says she would like to be an obstetrician, or doctor who delivers babies, instead of a midwife?

MIDNIGHT

Before Reading

Discuss the title and what it may mean. *Read the opening on page 15 and predict what might happen in this chapter.*

Explain that in this chapter Jessica and Madeleine sneak out to do some strategic mowing. Invite students to predict where this mowing might occur and how they plan to do it.

Read on and find out what Jessica and Madeleine decide to do. Be ready to share how and why they embark on their midnight mowing adventure.

Note any tricky words that you need clarified.

After Reading

Clarify any tricky words before the discussion.

What do the girls decide to do? Why? Who initiates the plan?

What reaction do you think the girls expected the next day?

Can you think of any reasons why they might have been discovered? Prompt students to consider the noise of the mowers in the quiet of the night.

On page 19, Madeleine tied the mouths of the sacks shut. What part of the sack would the mouth be?

How carefully does Jessica plan the circles so that it will not look like a lawn mower has been used?

ALIEN VISITORS?

Before Reading

What can you predict from the title? Read page 21 to gather more information. Discuss the possible responses from teachers and students. What do you think Mr Jefferson was thinking?

In this chapter you will learn how the students and teachers react when they see the circles. As you read, take note of the reactions. Find out which reactions the girls did not expect.

Note any tricky words that you need clarified.

After Reading

Discuss any words or phrases identified by students for clarification.

What does Mr Jefferson think caused the circles? Why does he suspect they were made by a lawn mower?

How do the young children react? How do you think this makes Jessica and Madeleine feel? Did they intend to frighten other children?

How does Isabelle's behaviour show she is vain?

What does Isabelle think about the circles?

How does Alexander react?

MR WILSON

Before Reading

What do you think the title means? Read page 26 and predict what this chapter might be about. Invite discussion.

You will find that the girls become concerned about what will happen next. Read on and find out how the teachers plan on solving the mystery.

Take note of any tricky words that need clarifying.

After Reading

Clarify any tricky words or phrases before discussing this chapter. Words to clarify may include *brink of invasion*, and *trespassing*.

Mr Jefferson is confident that lawn mowers were used to make the circles, but Alexander has a rebuttal for each of Mr Jefferson's explanations. What are some of the arguments from both sides?

What does Mr Jefferson decide to do to get to the bottom of the mystery?

What is Jessica concerned about at the end of the chapter? What does it mean to be the world's most hopeless liar?

ANOTHER BRILLIANT IDEA

Before Reading

From the title, what do you predict will happen in this chapter? Who do you think comes up with the brilliant idea?

Have students read page 32 and identify the setting for this chapter.

The interviews begin in this chapter during PE class and the girls become concerned about the implications of their prank. Read on and find out what happens and who comes up with the brilliant idea.

After Reading

In what order are the students being interviewed?

How are the girls feeling as the interviews begin? What continues to be Jessica's biggest concern? What kinds of thoughts go through Jessica's head?

We have the advantage of knowing that Jessica is guilty. But what behaviour shows how nervous Jessica is feeling? Prompt students to revisit page 34 to check if needed.

What is a nauseous feeling?

What do the girls discover on page 35 that makes them realize that the situation is getting worse? Why do they think the news crew, the people in white coats, and the cordoning off of the area are signs that things are getting worse?

Who thinks of the brilliant idea? What do you think it is?

ALEXANDER

Before Reading

Read page 37 and invite students to make predictions about this chapter.

In this chapter you will hear about the brilliant idea. Find out what Jessica's idea is and be ready to share your thoughts on whether the idea will get them out of trouble.

Note any tricky words that you need to clarify.

After Reading

Clarify any tricky words before discussing the chapter. Words that may require clarification include *prank*, *precaution*, *vigorous discussion*, *expelled*, and *flattery*.

What is the brilliant idea?

What do you think of this idea? Explain why you think it may or may not work.

Who do the girls suspect is going to get the blame for the circles?

What do you think they will do?

THE CONFESSION

Before Reading

What does the title suggest might happen in this chapter? Have the students read page 45 and discuss their predictions. If the girls do confess, what do you think the reaction of the teachers and the principal will be?

Read on and find out whether you are correct.

After Reading

What happens when the girls confess to Mr Jefferson?

What factors does Mr Jefferson find difficult to believe?

How does Mr Jefferson respond once he accepts the girls are responsible?

How does Mr Jefferson suggest the girls present their assignment to the school? How do the girls feel about this? Why?

Jessica makes an interesting point to Mr Jefferson about interviewing the boys and suspecting that a boy is responsible for the circles. What point does Jessica make?

Jessica also confesses to wanting to become a midwife. How does she feel to be free of the deception?

JESSICA'S GREATEST FEAR

Before Reading

What does the title suggest? Read page 53 to build knowledge of this chapter.

What do you expect to happen in this chapter?

As you read, take note of how Jessica feels as she presents the assignment. Take note of any words or phrases the author uses to describe Jessica's actions that show us how she feels.

As Jessica moves through her speech, note the change in how she feels. Be ready to chat about why you think this change occurs.

After Reading

Describe the way Jessica feels when she begins her presentation. Which words does the author use to show us how nervous Jessica is?

What happens to the way Jessica feels as the presentation progresses? Why do you think Jessica begins to enjoy herself and feel more confident?

Does Jessica appear to be well prepared for the presentation? What evidence in the text shows that she is well organized?

What is the reaction of the student body? What is Mr Carmichael's reaction?

MOWING THE OVAL

Before Reading

Read the chapter title and the opening sentence on page 62. What do you think happens in the final chapter? How do you expect this story will end?

Read this chapter and be ready to discuss how this story concludes.

After Reading

Is this a predictable ending? Why/why not?

What idea does Jessica suggest to Madeleine? Is she serious?

Ⓐ CODE BREAKER

An idiom is a group of words, or phrase, that means something different from the individual words contained within it. For example, people sometimes say, Let's call it a night to indicate that they are ready to go to bed. The words call it a night are not meant to be taken literally.

Discuss what these idioms from the story mean:

- harebrained scheme
- Men in Black

Have students suggest other idioms they have heard.

Ⓚ MEANING MAKER

In this story the girls were fortunate to be able to convince others that their prank was part of a legitimate assignment. If Mr Jefferson had not believed their excuse, things could have ended very differently.

Work with a partner to think of a way this story could have ended with less fortunate results.

Ⓒ TEXT USER

Narrative stories usually begin with a problem or incident that will be complicated by other issues along the way as the main character (or characters) attempts to resolve the problem. In this story the complications escalate as the crop circles gain more and more attention. The way to a solution lies in Jessica's gift of quick thinking and the assignment set by Mr Jefferson. The tension built by the author keeps the reader wondering how Jessica and Madeline will avert trouble, and, finally, whether Jessica's plan will work.

Discuss how students felt as they read this story. Ask students whether they enjoyed the build-up of tension in 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 Jessica and Mr Jefferson. How did you feel about these characters as you read the story? Did you like or dislike them? What did the author do to make you like or dislike them? Support students to understand that the author constructed the text around these characters in a deliberate way to shape our opinions of them.

Revisit the text to look for words, phrases, sentences, and events that show how the author encouraged us to see the characters in a particular way.

In this story, did your opinion of Mr Jefferson change after Jessica's confession? Why?

USING MULTIPLE INTELLIGENCES

Partner activity

Research: Research an unexplained phenomenon. (V)

Compose: Compose an argument to explain this phenomenon. (V)

Lay out, Illustrate, and Publish: Complete an assignment about your topic. (S)

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

spatial intelligence – picture smart

bodily-kinaesthetic intelligence
– body smart

musical 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.

Circle Mania

Name _____

Graphic Organizer (before and during reading)
 As you read, jot down the main ideas for each chapter.

Mr Wilson	Mowing the Oval
Alien Visitors?	Jessica's Greatest Fear
Midnight	The Confession
The English Crop Circles	Alexander
Wet Shoes and Socks	Another Brilliant Idea

Circle Mania

Name _____

Ⓜ Code Breaker

This story contains some interesting words and phrases. Rewrite each sentence and substitute the words in italics with another word or words that make sense.

Isabelle stuck her nose *disdainfully* in the air.

Our shoes and socks get *saturated* from the wet grass.

The circles might be an *elaborate hoax*.

Crop circles are an *unexplained phenomenon*.

They went outside for a *vigorous* discussion.

Madeleine was worried that the girls might get *expelled*.

Mr Jefferson was telling the students not to *jump to conclusions*.

Isabelle Blair had to be the *vainest* person in the school.

Mr Carmichael was *prattling on* about the seriousness of trespassing.

Circle Mania

Name _____

☐ Meaning Maker

Use the book to answer these questions.

1. Who is the main character in this story?

2. What job does the main character want to do when she grows up?

3. Why does the main character want this job?

4. What are three words that could describe the main character?

5. What prank does the main character decide to play on her schoolmates?

6. Does Mr Jefferson believe the crop circles are an unexplained phenomenon?

7. What does Mr Jefferson think caused the crop circles?

The answers to these questions are not in the book. You must think of the answers.

1. Why might Mr Jefferson want the students to have great jobs when they grow up?

2. Why didn't Jessica think a midwife would be Mr Jefferson's idea of a great job?

3. How do you think Jessica felt to see the younger students crying and frightened about the crop circles?

4. Who or what do you think might have caused the English crop circles?

5. Who might your school principal call if there was a crop circle on your school oval?

Circle Mania

Name _____

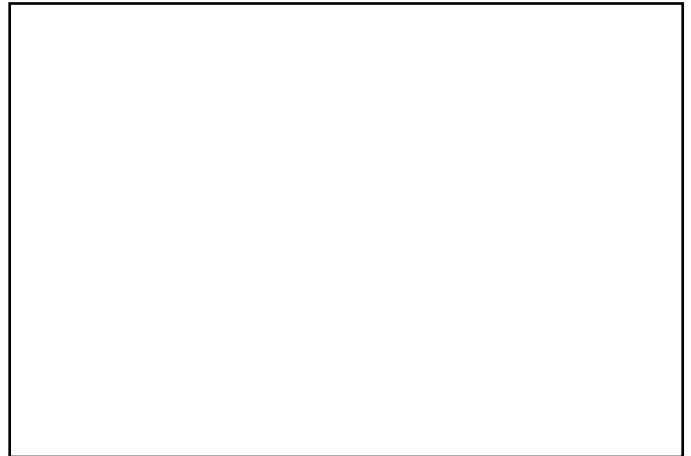
⦿ Text User

In this story, the problem for Jessica is identified early in the book. The suspense then builds until the problem is solved when Jessica comes up with a plan to avoid getting into too much trouble. Draw and write about how the author does this.

The Problem



The Plan



The Solution



Circle Mania

Name _____

● Text Critic

Jessica's character has been crafted carefully by the author. She is likeable and we are glad she finds a way to get out of trouble. Complete the table below about Jessica's character. Use evidence from the book to support what you think.

Jessica's strengths	Evidence from the book

Jessica's weaknesses	Evidence from the book

Jessica's likes	Evidence from the book

Jessica's dislikes	Evidence from the book

Circle Mania

Name _____

Multiple Intelligences
Intrapersonal

How do you feel about this book? Record what you think are some of the pros, cons and interesting things about this story. Don't forget to explain your responses.

Pros	Cons	Interesting
Reasons	Reasons	Reasons

Circle Mania

Name _____

Realistic Fiction

1. What kind of fiction is this story?

2. Which characters do you find realistic? Explain.

3. In what way is the school setting realistic? Explain.

4. In what ways is the plot realistic? Explain.

5. In what ways is Jessica's solution to the problem realistic? Explain.

6. Are there elements of the story that you think could not or would not happen in real life? Explain.

7. Does Jessica's prank seem like a fun prank to play? Explain.

8. Who do you know who might carry out a prank like the one in this story? Explain.

9. Who do you know who would enjoy this book? Why?

