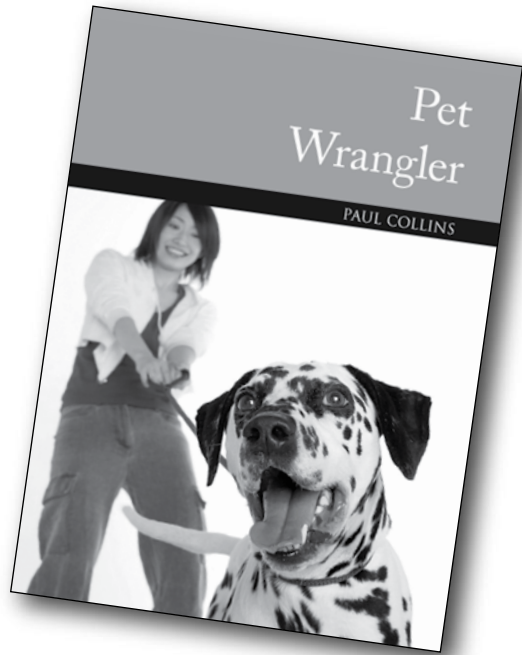


# Springboard 6

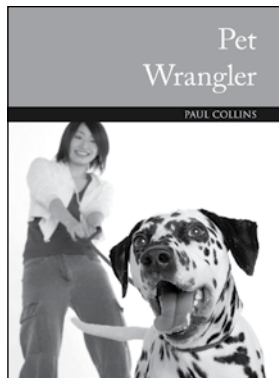


## Pet Wrangler

### Fiction

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



## PET WRANGLER

**Lower level fiction**

**Text type: Humour**

**Reading age 10.5–11.5**

**Word count 7000–7900**

Guide questions for teachers are in *italics*.

### Before Reading

Ask students to share some of the funny shows, movies, or stories that they have encountered.

*Which of these contain real people? What makes these shows funny?*

Guide students to understand that authors sometimes put characters into unusual or sticky situations so that the series of events will be funny to the reader or viewer. A lot of humorous situations are written into these texts to keep us entertained and laughing. They are often referred to as comedies.

## COVER

### Before Reading

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

Discussion and question guide:

*What do you think the words Pet Wrangler could mean? What does wrangle mean?*

*What do you think the illustration suggests?*

Read the blurb on the back cover. What kind of story is this? What kinds of things might happen in this story?

Guide students to understand that the author has used an everyday situation as the setting in this book. *Why might Paul Collins have done this? How could a realistic setting and character help to make this book humorous? Could it help you to connect with the main character? How?*

## MY FUTURE CAREER

### Before Reading

*Read the title of this chapter. What does the title suggest to you?*

*As you read this chapter, think about who is narrating, or telling, the story. Take note of what you learn about this character during the first chapter.*

*Think about the other characters you meet in this chapter and build a picture of what kind of people they are.*

*Be ready to discuss the setting for this story, and what the main character does to set the scene for the events that might follow.*

### After Reading

*Who is the narrator in this story? What role does the narrator have in this story? Assist students to understand that the narrator is the story teller and that means that we follow the story from her point of view. Students should make reference to Anastasia's name.*

*What sort of person is Anastasia? What appear to be her strengths and weaknesses?*

*Which other characters do we meet in this chapter? What do you know about them? Invite students to share their feelings about Dad and Mr Hetherington. Encourage students to refer to the text to show why they think or feel certain things towards these characters.*

*Describe Mr Hetherington's house.*

## MY WORRIES START

### Before Reading

*Read the title of this chapter. What does the chapter title suggest? Invite predictions.*

*As you read, jot down a few notes about what happens. Be ready to discuss the event that is coming up and what Anastasia's job requires her do.*

*Find out who Simon Dalloway is.*

*Be ready to share Anastasia's view of what is happening.*

### After Reading

Discuss students' thoughts and probe for elaboration and clarification as needed. Encourage students to reference specific words, phrases, or sentences to support their opinions.

*What is a ring bearer at a wedding? Why might someone use a dog as a ring bearer?*

*Why might the dalmatian be named Sharky? What image does this conjure up?*

*What does Anastasia think about Sharky being the ring bearer? How could this situation be tricky for Anastasia? What problems could she face?*

*What might happen next?*

## THE FISH

### Before Reading

Invite students to predict what the chapter title might suggest.

*As you read, take note of the sequence of events that occur, and of what Anastasia is starting to learn about Sharky. Be ready to discuss what the title means.*

### After Reading

Encourage students to share their responses and support them to identify the sequence of events in this chapter.

*What did you learn about Anastasia during this chapter?*

*What did you learn about Sharky during this chapter?*

Direct students to turn to page 18. *What do the words dim hope mean?* Invite students to reread the text to clarify.

*Does this chapter give you any clues to what might occur at the wedding?*

*What do you think will happen next?*

## DUMMIES

### Before Reading

*Read the title of this chapter. What does this tell us about what may be coming up? What could the word dummies mean in this context?*

*Read this chapter and find out what happens. Be ready to share Anastasia's sticky situation, and who she runs into during her dilemma.*

### After Reading

*What happened in this chapter? What might Anastasia have been thinking as Sharky destroyed the dummies? How does the situation get worse as the chapter goes on?*

*What is Anastasia's relationship with Simon Dalloway? How do they know each other? Are they friends? What impression do you form of Simon's friends?*

*Turn to page 25. Find the word cacophony. What does this word mean? Have students reread the section of text containing this word. Invite inferences.*

## TRAM ATTACK

### Before Reading

Before reading, clarify that all students know what a tram is. *What does the title suggest for this chapter? Invite inferences.*

*Read this chapter and find out how things get even worse for Anastasia. Be thinking about why the author might be building the action as the story leads towards the wedding. Be ready to share your thoughts on this.*

### After Reading

*What happens in this chapter?*

*How does the author build the action in this story? Support students to notice the way the author is increasing the intensity of the action as the story moves towards the main event. How might the author continue to build this tension? How will Anastasia get the tram to stop? Invite predictions. What else could go wrong for Anastasia?*

Revisit page 30 to discuss the reference to Dr Jekyll and Mrs Hyde. *What does this mean? Who are Dr Jekyll and Mrs (Mr) Hyde?*

## HELP!

### Before Reading

*What does the chapter title tell us about what happens next? Encourage responses. Do you think the whole chapter will be about the tram dilemma? Invite predictions.*

Direct students to read page 37 and discuss why Anastasia might have been thinking of Simon Dalloway.

*Read the rest of this chapter and find out what happens.*

### After Reading

Invite students to share what they have learned. *How do you think this problem will be solved?*

Discuss the use of the rhetorical question at the end of the chapter.

## THE CAVALRY ARRIVES

### Before Reading

Ask students what *cavalry* is. Discuss what students expect to happen during this chapter. *Who might the cavalry be?* Discuss possibilities.

*How might the tram be brought to a stop? Do you expect Anastasia to be involved in stopping the tram? Why/why not?*

*Read on and find out what happens.*

### After Reading

Invite students to share what they read.

*Describe the rescue. What else happened during this chapter? Have students revisit the text to check if needed.*

*What does a dog person mean?*

## THE WEDDING

### Before Reading

Invite students to predict potential catastrophes that could occur at the wedding. Remind them of Sharky's job at the wedding.

*Read this chapter and find out what happens.*

### After Reading

Invite students to share what has occurred so far at the wedding.

*How do you think the bride and groom might be feeling about their special day?*

*What do you think would be running through Anastasia's mind as Sharky continues to cause havoc?*

Invite students to predict what else could possibly go wrong for Anastasia.

## **BYE-BYE, RING**

### **Before Reading**

Invite students to think about what the title suggests will occur next. *What will a problem with the ring mean for the bride and groom?*

*Read the last chapter and find out what happens.*

### **After Reading**

Discuss what happened to the ring. *How did the other guests feel about what happened to the ring? How do you know? Which words tell you?*

Have students revisit page 54 to find evidence to show the response of the guests.

*How was the problem of the ring solved?*

*Do you think Anastasia will continue with this job?*

*What do you think of the strategy of giving Sharky the pig's ear treats?*

## 🔍 CODE BREAKER

*Sometimes authors make comparisons between things in their text, and other things that are quite different. When they say that something is like something else they are using a device called a simile. For example, Ben took off like a shot tells us about how quickly Ben left. Discuss what this simile means. Why do you think an author might write this instead of Ben ran off quickly?*

*Turn to page 17. Find where the author has used a simile. Don't forget to look for the word like. That makes it easy to find a simile. Guide students to locate the sentence *Sharky charged into the river like a canine torpedo*. Why did the author choose these words? Assist students to understand that this gives the reader more meaning because they can build a mental picture.*

## 🗨️ MEANING MAKER

*In this book the final scene takes place at a very important event – a formal wedding in a church. Do you think this story would have been possible if the final scene had been set in a different place and at a different event?*

*Think how this story would have been different if the final scene had been at a casual beach picnic. Brainstorm some other places to set the story. Write a list. Chat to a partner and come up with some places that would have been a suitable setting for the final catastrophe.*

Encourage students to share their responses with the group.

## 📖 TEXT USER

The tension in this text continues to build as the story unfolds. The author creates a number of situations that turn into catastrophes, each getting worse until the final main event.

Revisit the story with the students and have them sequence the events leading up to the ring being swallowed. Have students take note of the way each event gets more serious as the author leads up to the climax of the story.

Have students think of other stories with a similar structure.

## 🔍 TEXT CRITIC

*This story has only a small number of characters. The author was careful about the kind of events selected, and also about how the characters were constructed. In this story the main character is constructed so that we will like her. As Sharky, the loveable, but havoc-raising dog, gets into more and more trouble, we feel sorry for Anastasia, who seems to get the blame for his behaviour.*

Have students comment on the way the author presents the wedding guests and tram rescuers. Revisit the text and examine the way these characters act towards Anastasia. *How does this make the reader feel about these characters? Does the author construct these characters this way deliberately?*



## USING MULTIPLE INTELLIGENCES

**Create:** Create a script for one chapter of this story. (V)

**Build:** Build some simple items for the set. (B)

**Act:** Have students act out the script to get into the role of the characters. (I, V)

## 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.

# Pet Wrangler

Name \_\_\_\_\_

Graphic Organizer (before and during reading)

Write character traits for each character. List evidence of these traits from the book.

Anastasia	Evidence from the book
Dad	Evidence from the book
Mr Hetherington	Evidence from the book
Bill	Evidence from the book

# Pet Wrangler

Name \_\_\_\_\_

## 🔍 Code Breaker

When authors say that something is like something else they are using a device called a simile. For example, *Sharky charged into the river like a canine torpedo*. Locate these similes in the book. Record their page numbers, and reread the section of the book containing these words. Write what the author means. Work with a friend if you need help.

Simile	Page number	What I think the author means
Like a toddler in a paddling pool		
Red as a beetroot		
Took off after it like a polaris missile		

A metaphor is a figure of speech in which an author uses words, emotions and associations about one thing to describe something else. For example, an author may describe a person as a sly fox. What does this metaphor from page 17 of the book mean:

This dog was my meal ticket. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Pet Wrangler

Name \_\_\_\_\_

## Meaning Maker

Anastasia likes animals and that is why Dad thinks this job may suit her. Think of four things that you like or like to do. Think of some jobs that would enable you to do work in these areas.

Things I like, or like to do	Possible jobs

# Pet Wrangler

Name \_\_\_\_\_

◆ Text User

1. Did the word *wrangler* give you any indication of what was in store for Anastasia? What did you expect before you started reading?

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2. Did the title, cover illustration, and blurb make you want to read this story? Give reasons.

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3. What will you remember about this book?

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4. Do you think the author wrote this story to appeal to boys or girls, adults or children? Explain.

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5. Could you relate to this story? Give reasons.

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6. Do you enjoy books where there are a series of problems for the main character? Why?

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7. How did you feel as Anastasia went from one catastrophe to another? Explain.

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8. Were you able to predict the final scene?

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# Pet Wrangler

Name \_\_\_\_\_

Text Critic

Did you get the impression that Anastasia's character is constructed so we will like her? Explain.

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Why do you think the author does this?

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We have built an understanding that Anastasia likes animals, but doesn't have much training in making them obey her. On the lines below write about things that would have helped Anastasia to do her job more effectively.

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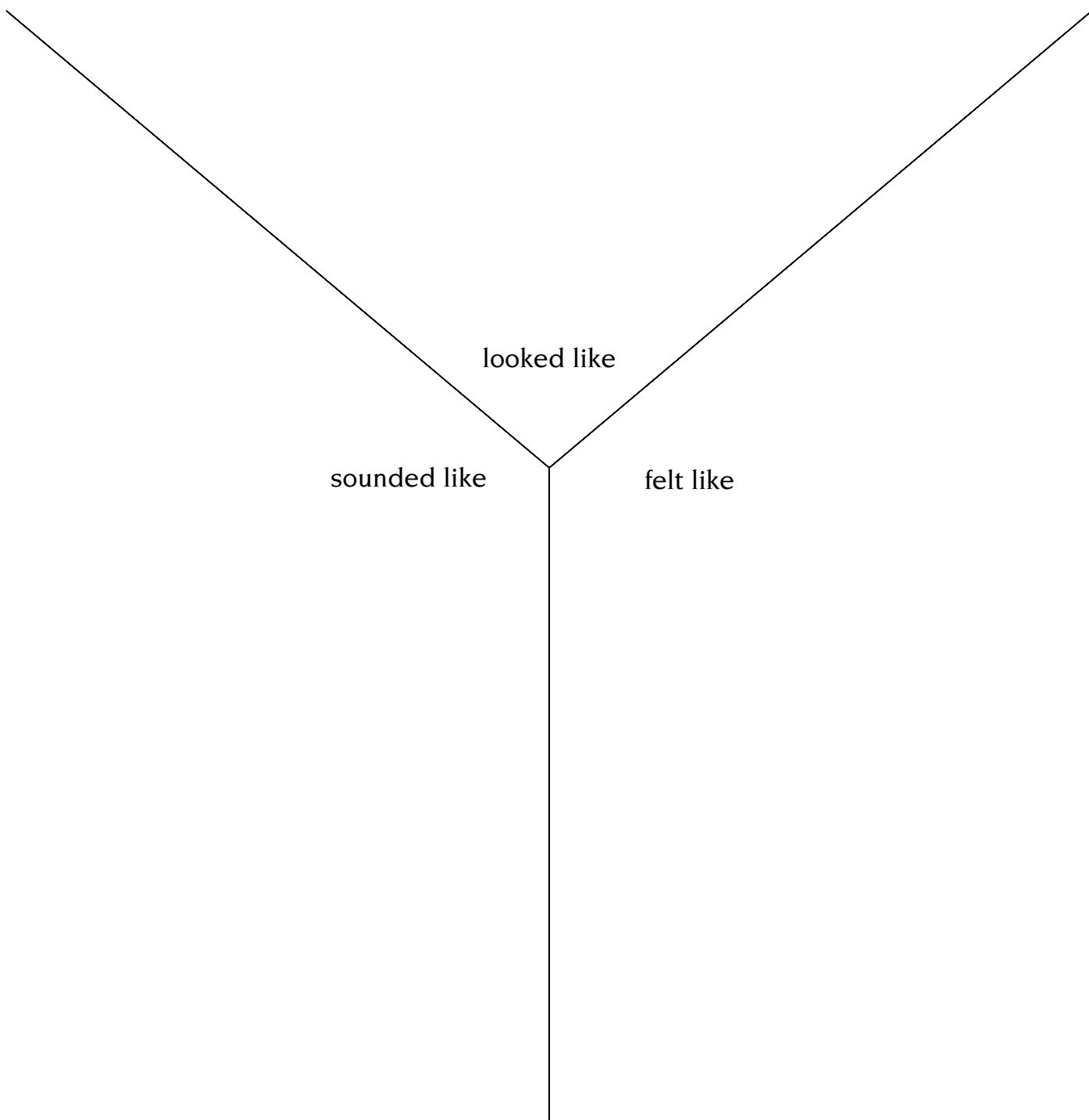
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# Pet Wrangler

Name \_\_\_\_\_

Multiple Intelligences  
Intrapersonal

What do you think the events of the story looked like, sounded like, and felt like to Anastasia? Record your responses on the Y Chart below.



# Pet Wrangler

Name \_\_\_\_\_

Humour

1. Would you describe this story as a comedy, realistic fiction, suspense, or a combination of these?

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2. How does the author build the action in this story? Refer to the book to show evidence.

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3. How does the author keep us guessing about what will happen next?

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4. Write a quick outline of how this story is organized. Finish the sentences.

At the beginning \_\_\_\_\_

In the middle \_\_\_\_\_

The story concludes \_\_\_\_\_

5. Would you say this statement is true or false?

The more stories you read, the easier it is to work out what will happen at the end.

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6. Do you enjoy stories like this? Give reasons.

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7. Write the names of two books, shows, or films that remind you of this story.

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8. Write the names of people that you think would enjoy this book. Give reasons.

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