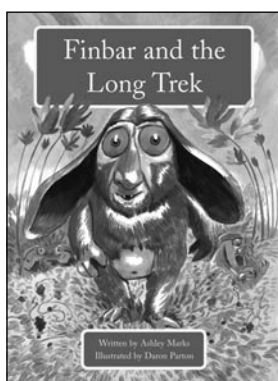


Finbar and the Long Trek

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



FINBAR AND THE LONG TREK

Upper level fiction

Text type: Fantasy

Reading age 10.2

Word count 2,552

Before Reading

Activate prior knowledge by asking students if they have read any books or seen any films that have characters or settings that could not exist in life as we know it. Give examples, such as dragons, animals, or objects with human-like personalities, and magic. The settings may be magic places, other worlds or made-up lands.

Invite discussion and guide the conversation to address the elements of these texts that fit within the categories above. Explain that when authors, writers, and creators put things that don't happen in real life into books, advertisements, films, etc, it is called creating a fantasy.

COVER

Before Reading

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

Discussion guide:

- *What does the title suggest to you? What is a long trek?*
- *Does the illustration tell you anything?*
- *What are the creatures?*
- *When and where do you think this story is set?*

Read the blurb on the back cover.

- *Discuss the word *fantasy*. What does this tell you to expect in this story?*
- *What do you think a Flop is? Could it be one of the creatures on the cover?*
- *What is the problem in this story?*
- *What might Finbar do when he takes charge?*

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

CHAPTER 1

During Reading

Read page 4. What do you know about Flops?

Encourage students to provide words used by the author. Where do they live? What other creatures might live on the island of Lop?

Prompt students to recall the other creatures on the front cover.

As you read Chapter 1, jot down interesting things about the Flops. Describe how they look and act. Be ready to discuss your first impressions of these creatures.

You will learn about other creatures that live on the island of Lop. Jot down what these creatures are called, and take note of any notable qualities they have.

Can you relate any of the creatures you meet to anything you know of?

After Reading

What did you learn about the Flops? Prompt discussion and guide students as they build literal understandings from the story about what the Flops look like and act like. What are your first impressions of the Flops? Invite opinions and encourage elaboration and clarification as needed. Do you get the impression that these are clever or intelligent creatures? Explain.

What other creatures live on the island? What do you know about Wallops? Invite students to share information from the text. What does warlike mean? Describe what a Lollop is. What is meant by the word serene? What type of creature is serene? Do the words warlike and serene tell us anything about the qualities of these creatures? Invite inferences.

CHAPTER 2

During Reading

Read page 9. What happens twice a year?

Why do the Flops need to make the trip? If the Flops live in the lowlands on one side of the island and must trek to the lowlands on the other side, what do you expect they encounter as they trek across the island? Invite students to infer that perhaps there are highlands in between. What else may they encounter as they make the trek? Invite inferences. What do you know about the trek? Students should indicate that it is long.

Read Chapter 2. As you read, take note of how the Flops trekked. Pay attention to their behaviour and also how their physical attributes either helped or hindered them. Be prepared to discuss any difficulties the Flops had with the trek. Jot these down.

After Reading

What difficulties did the Flops encounter as they trekked? Invite students to share information from the story. Categorise the difficulties into two groups: problems due to their personalities or character traits and difficulties due to their physical attributes. Discuss how these caused difficulties for the Flops.

Can you think of any ways to overcome the difficulties they were having? Encourage students to infer how the Flops could solve some of their problems and make the trek less difficult.

Do you think the Flops are more like people or animals? Invite students' opinions. Probe for explanations and characteristics that are shared between the Flops and some of the creatures suggested by students.

CHAPTER 3

During Reading

Read page 13. Who is Finbar and what happens to him? How do you think Finbar would be feeling? Invite inferences.

In Chapter 3 you will find out what happens to Finbar. Jot down what happens after he is lost during the trek and who finds him.

You will learn about the Lollops as you read Chapter 3. Take note of how the Lollops look and act. Compare them to what you know of the Flops. Be ready to discuss how the two groups of creatures are different.

Observe what Finbar learns and how this makes him different to the other Flops.

What are your general observations of the Lollops? Be ready to share your first impressions of them.

After Reading

What happened to Finbar after he got lost?

Encourage students to revisit the story to provide details as described by the author.

Why would Finbar have surely died in the night, if Lolly hadn't found him?

How did Finbar learn to behave? Direct students to revisit page 15 to find out if needed. Ask them to locate words that are used in the story.

How important is the environment in learning how to act? Reread page 15 and find out.

How is the way the Flops bring up their young different to the Lollops? What does this suggest about the two groups of creatures? Discuss.

What do you think would have happened if the situation was reversed and a baby Lollop was found by a Flop? Invite students to infer and discuss. Prompt them to give reasons based on their knowledge of the text.

What other special talents did Finbar develop? Discuss his flying.

What happens at the end of Chapter 3?

CHAPTER 4

During Reading

Read page 19. How did Finbar fit in when he returned to the Flops? How do you think he felt?

How do you think his differences made his life more difficult? Invite students to use information on page 19 to make further inferences.

As you read Chapter 4, find out how Finbar's life has changed. Is he able to be himself or does he feel like he needs to change his behaviour? Take note and be ready to discuss what you learn.

Finbar meets an important Flop when he returns. Who is it and how does this Flop respond to Finbar?

Think about Finbar's feelings over the chapter. Did some of the skills he learned from Lolly help him out? How does he use his skills with the Flops? Take note when you read page 22.

What happens towards the end of the chapter and how does Finbar react?

After Reading

How did the other Flops feel about Finbar when he returned? What made it hard for Finbar to fit in with the other Flops? What did he do to try to fit in better?

Have you ever had a time when you felt like you didn't fit in? Invite students to share their experiences.

What happens when Finbar meets his mother? How does she respond to him? How do you think this makes him feel?

Discuss how the love and tolerance he learned from the Lollops helps him to avoid fights with the Flops.

What problem do the Flops discover at the end of the chapter? How does Finbar feel about the problem? Direct students to reread page 23 to check if needed.

What does Finbar do about the problem? What does he teach the Flops?

Encourage students to share what they know about the early behaviour compared with that of the last chapter.

What is the lesson in this story? Turn to page 30 to find out.

Finbar has a funny thought at the end of the book. What is it and why does Finbar think it is humorous?

CHAPTER 5

During Reading

Read page 27. What did Finbar teach them to do? How easily were they able to follow his directions? Why?

As you read the last chapter, write down the obstacles along the way that make the trek difficult. Record the changes in the Flops' behaviour that you observe during the trek.

What impact is Finbar having on the Flops? Be ready to chat about what you notice happening.

How is life for the Flops going to change now that Finbar is directing them? What do you think of the changes?

Take note of what the Flops think about the suggestions Finbar makes.

After Reading

How easily do the Flops trek to the other side of the lowlands? What obstacles do they encounter along the way? How do the things Finbar teaches them help to make the trip easier?

Invite students to share their understandings and encourage them to find evidence in the story that substantiates their responses.

What changes do you observe occurring to the behaviour of the Flops by the end of the book?

🔍 CODE BREAKER

In this story, the author plays with words that will sound interesting together. This makes the story more interesting to read and helps the reader to build a picture of the type of story they are reading. For example, flailing, flipping and, finally, falling gives the reader a great picture of the falling action, as the young Flops were trying to fly. It also tells us that this is a light-hearted story.

What do the names Flops, Lop, Lollops, Wallops, Wolloping Wood, and swampy Slip-Slop Stream, add to the story? Invite students to discuss the similarities in the ways the words look and sound, and also the funny feel that these words give to the story.

Use your book and find other examples of word play. Discuss the use of tussling tirelessly over territory (page 7).

🔍 MEANING MAKER

Assist the students to make links between the fantasy characters in this story and those in other books, shows and films.

Begin by introducing the story *Where the Wild Things Are*, by Maurice Sendak, or another text with fantasy creatures. Read the story to the students and discuss the appearance and qualities of the characters. Ask students to compare the characters from this read-aloud text to the Flops or Wallops from *Finbar and the Long Trek*.

Direct the students to record all the differences and similarities they can observe between the two types of creatures. Instruct students to write their direct (literal) observations in one colour and the similarities and differences that they infer about the creatures in a second colour.

🗨️ TEXT USER

Tell students that fictional stories enable the author to take readers to another place, away from real life. By creating new plots, settings, characters and events, the author is able to take the reader on a journey. On this journey, the reader can experience feelings and emotions through the lives of others.

Jot down your responses to these questions and be ready to share your thoughts:

- *How did reading Finbar and the Long Trek, distract your mind from other things going on around you?*
- *Did it make you laugh? Give examples from the story.*
- *Did you feel sorry for any of the characters? Explain.*
- *Did you immediately like any of the characters? Explain.*
- *Did you care about what happened to Finbar? Explain.*
- *Did you enjoy visiting another place? Explain.*

🗨️ TEXT CRITIC

Imagine being lost in the woods on the island of Lop. You could be found by a Flop, a Lollop, or a Wollop.

Work with a partner and discuss who you would prefer to find you. Then think of something positive and something negative about being found by a creature from each of the groups. Remember that you are much more intelligent than some of these creatures, and that gives you an advantage. Use your intelligence to help you turn a negative or dangerous situation into a positive one.

Share students' responses. Write headings

on the board to record students' ideas. As students share, add their ideas to the board and discuss the similarities and differences in their ideas.

USING MULTIPLE INTELLIGENCES

The Flops were not very good at looking after themselves. Help them by building shelter and designing clothes to fit their unusual bodies.

Design: summer and winter clothing for the Flops. Consider how you will keep their ears cool in the summer and warm in the winter. (S)

Model: Flops live in the natural environment. Use clay, leaves, grass, flowers, twigs, and other things you can gather from the natural environment to make a model of a Flop in the summer outfit and another of a Flop in the winter outfit. (N, B)

Construct: a simple home for the Flops using natural materials. (B)

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.

Finbar and the Long Trek Name _____

Flops: description and qualities	Wallops: description and qualities	Lollops: description and qualities	Theme:
Setting	Problems in this story	Chapter 1: overview	Chapter 2: overview
Chapter 3: overview	Chapter 4: overview	Chapter 5: overview	Solution



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Finbar and the Long Trek Name _____

Think of rhyming words that start with a letter blend or digraph, to complete the table below.

Blends: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sn, sp, spl, squ, st, str, sw, thr, tr, tw, ch, gh, sh, th, wh

Word from the story	Rhyming word	Other words that rhyme
flop	chop	crop, drop, plop, prop, slop, spot, splot, stop, shop
flap		
trip		
tumble		
tangle		
stream		
fight		

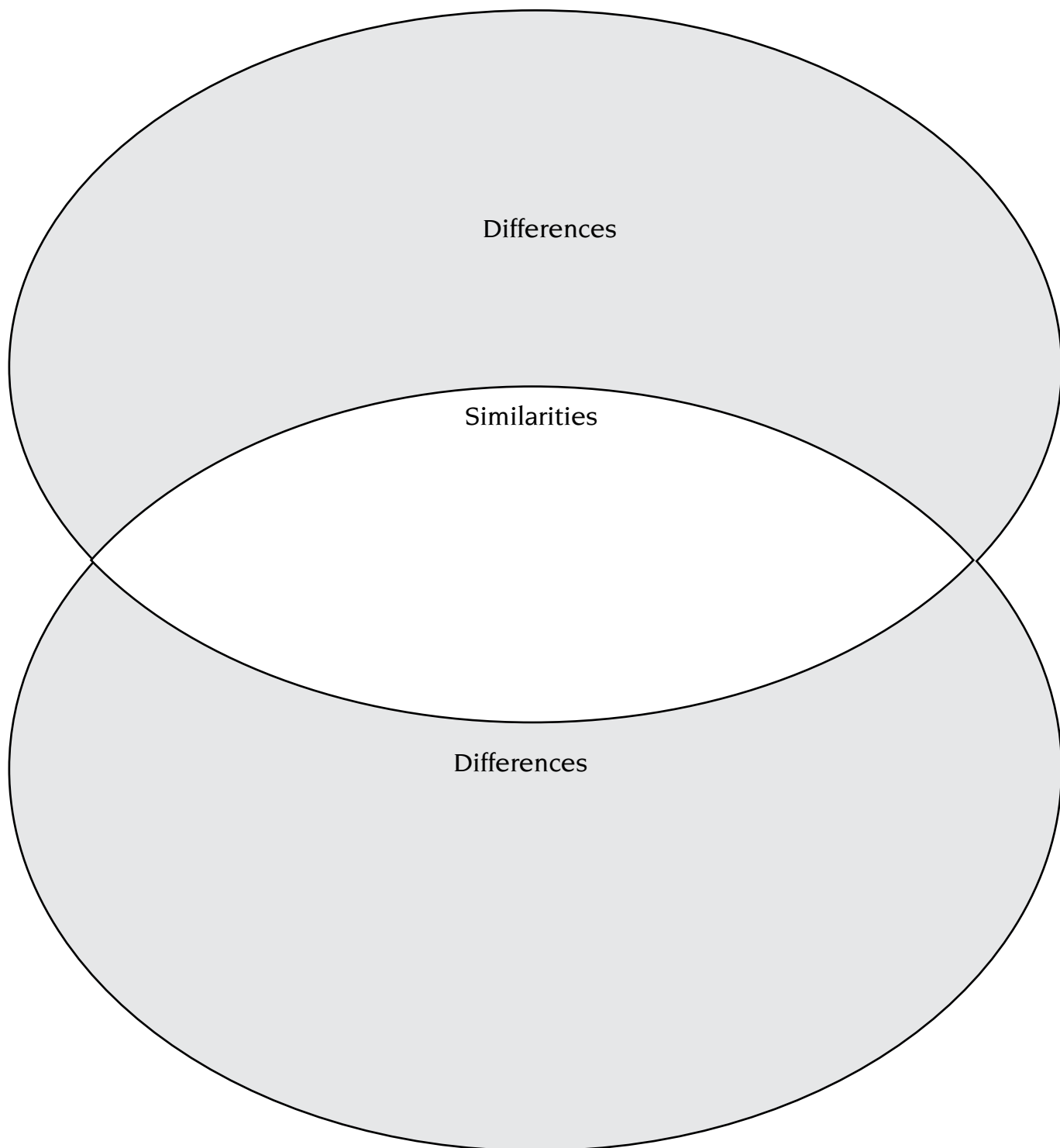


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Finbar and the Long Trek Name _____

Complete the Venn diagram to compare the Flops and the Lollops. List the similarities and differences between them.



Finbar and the Long Trek Name _____

The Flops were not good at problem solving. Help them out by thinking of a solution to these problems:

Problem	Solution
Poor hearing because of their ears	
Not being able to fly	
Tripping over their long, tangled, straggly hair	
Fighting and bickering	
Freezing on the snow-covered mountain of Lop-Top	
Slipping off the slippery, slimy rocks and falling into the swampy Slip-Slop Stream	
Getting past the hostile Wallops	



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Finbar and the Long Trek Name _____

Multiple Intelligences (logical-mathematical, interpersonal)

The long trek could have been easier for the Flops. What could they have taken to make the trip less difficult and more fun?

Things to take on the long trek	Purpose or use



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Finbar and the Long Trek Name _____

Write down all the elements of fantasy that were used in *Finbar and the Long Trek*. Use the book to help you check.

Sometimes in a fantasy there are magic spells. How could this story have been different if magic spells were included? Draw and write your response below.



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