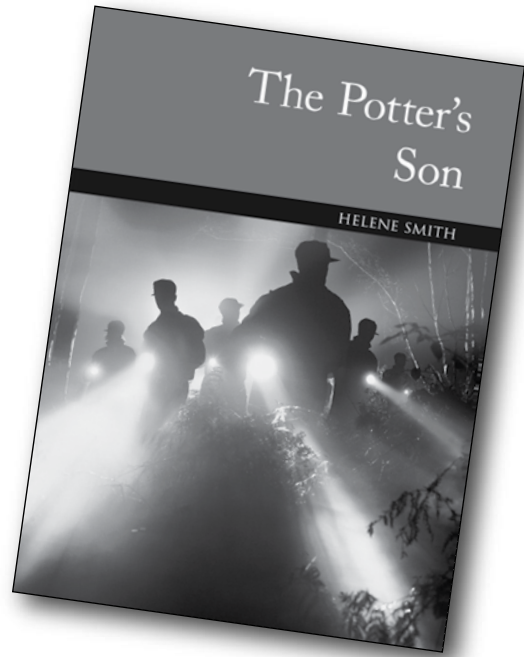


Springboard 5

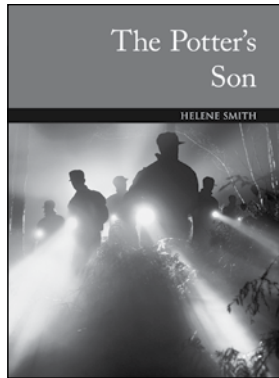


The Potter's Son

Fiction

Title	Text Type	Word Count
Rogue Robot	Science Fiction	6000–6900 words
The Last Straw	Realistic Fiction	6000–6900 words
Asteroid Attack	Science Fiction	7000–7900 words
Go to Your Room	Humour	7000–7900 words
The Potter's Son	Myth	8000–8900 words
Court in the Act	Fantasy	8000–8900 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.



THE POTTER'S SON

Upper level fiction

Text type: Myth

Reading age 11.5–12.5

Word count 8000–8900

Guide questions for teachers are in *italics*.

Before Reading

Ask students if they know what a mythical tale is. Explain that a mythical tale often involves characters with archetypal characteristics. Explain the meaning of *archetypal*.

A mythical tale may have a timeless quality.

Browse a variety of mythical tales and discuss the features of each. Have students identify the common features across a range of different titles.

COVER

Before Reading

Look at the cover and discuss the title and image. Ask the students to consider what this story might be about.

What is happening?

Read the blurb on the back cover. Discuss the term *unlikely friendship*. *What does this mean?*

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

NOISES IN THE NIGHT

Before Reading

As you read this chapter, take note of where the story is set. Find out what you can about Alexander and Kado.

Take note of the unusual situation in which they meet.

After Reading

What do you learn in this chapter?

Where is this chapter set?

Who is Alexander? What do you find out about Alexander? How old is he? What is he good at? What happened last time he raced? Who trains him? Prompt students to recall that Alexander lives with his mother and that his father has invited him to spend some time with him. What do you think Alexander's relationship with his family is like?

What do you know about Benjamin?

We are introduced to Kado. What do you know about him? What makes Alexander think Kado is lonely?

Why does Alexander want to race Kado?

PICNIC AT OCHRE GORGE

Before Reading

What does the title of this chapter tell you about the chapter? Read the opening sentence on page 15. Who might the curly ginger head belong to?

In this chapter, the others are interested to find out what happened to Alexander the night before.

Read this chapter and find out what Alexander tells them. You will also learn a little about Alexander's grandpa. Be ready to share what you learn. Finally, be ready to discuss what you learn about Ochre Gorge. Something of note occurred there many years ago. What was it?

After Reading

Does Alexander tell the others about Kado? Why do you think he keeps this to himself? What does Leewana suspect?

What do you learn about Alexander's grandpa? Does it help to explain why Alexander takes his running so seriously? Why?

What is Ochre Gorge? What happened there many years ago?

Why doesn't Alexander fit in with the other boys?

UNDERWATER MYSTERY

Before Reading

Read the title and have students predict what this chapter may be about. Read the opening on page 24 and invite students to predict where this chapter is set.

Tell students that this chapter is set at the gorge. *Leewana discovers something interesting when she is swimming. Find out what it is.*

After Reading

Who does Leewana discover when she is swimming?

What do you think her first thoughts are when she sees it is a person under the water? Is she afraid? What does she do? What connection does she make between this boy and Alexander's experience the night before?

Describe what Kado looks like.

What do Leewana and Alexander decide to do about Kado?

What connection does Alexander make between his life and Kado's?

SERENA

Before Reading

Who is Serena?

Read page 30 and discuss who Makalele and Marawarpina might be. *Who do you think lives in the hideout?*

In this chapter you will learn more about Kado and his past. You will be introduced to his mother, Serena, and will find out a little about what she did and what kind of relationship she shared with Kado. You will learn about Kado's father. Read this chapter to learn more about Kado's life. Be ready to discuss what you learn.

After Reading

What do you know about Kado? Do you get the sense that Serena is still living with Kado? Why not? Draw attention to the way the references to Serena are in past tense.

What do you think might have happened to Serena?

What do you learn about Kado's father?

Describe what you learn about Kado's early life.

KADO'S BIRTHDAY FATHER

Before Reading

Invite students to predict what the chapter title might mean. Read the opening on page 34 and discuss who this man could be.

In this chapter you will learn about a significant person in Kado's life. Find out who this person is, and what his role is in Kado's life. Be prepared to share some of Kado's memories of this person and discuss some of the things that this man does that are important to Kado.

After Reading

Who is Archibald? What relationship did Archibald have with Kado's father?

What kind of support did Archibald provide to Serena and Kado?

What are some of Kado's memories of Archibald?

What special gift did Archibald present Kado with? Why was this gift special?

Why do you think Kado wants to remember every word his mother and Archibald ever spoke?

WAITING IN THE DARK

Before Reading

Read the title and invite students to predict what this chapter might be about. Read the opening on page 38 and invite discussion. *Who do you think the outsiders are? How does Kado feel about the outsiders? Why?*

As you read this chapter you will learn more about Kado. Be thinking about what Kado might be thinking and feeling as he observes the group, and how he feels about the upcoming run with Alexander.

After Reading

What else did you learn about Kado? Why is Kado unsure of the outsiders? Why do you think he thinks of them as outsiders, and not as other kids that he might befriend? What does outsider mean?

What are Kado's impressions of Alexander?

What are Kado's impressions of Leewana?

What does Kado think he should do at the end of this chapter?

THE RUN

Before Reading

What does the title suggest will occur during this chapter? Read page 42 and discuss what you think of the interaction between Alexander and Kado. What does supernaturally pale mean?

Why do you think Kado wondered whether he should shake Alexander's hand?

Read this chapter and be ready to discuss your thoughts about the race.

After Reading

What was unusual about the race? Why do you think Kado may have been confused about the race?

How did Alexander feel when Kado ran with him instead of racing against him? How did Alexander begin to feel as the run continued? Why do you think he began to enjoy running with Kado?

Describe the connection that formed between the boys during and after the run.

THE FLOOD

Before Reading

Read the title and invite students to predict what might happen in this chapter. Remind students of the earlier reference to the flood at Ochre Gorge. *Through whose eyes do you think this chapter will be told?*

Read the opening on page 49 and discuss when this chapter might be set.

In this chapter you will learn what happened to Kado, his mother, and his home during the flood. Take note of what happens during the flood and of the circumstances facing Kado after the flood. Think about how Kado may have been feeling both during and after the ordeal.

After Reading

Describe what happened after Kado noticed water spreading across the floor.

How did Kado's mother react when she realized what was happening? What was her first response? Who was her primary concern?

What advice did Serena give to Kado so that he would find safety on higher ground?

What happened to Serena? What prevented her from escaping?

How do you expect Kado would have felt during the flood?

How do you expect Kado would have felt after the flood?

At the end of the chapter, Alexander leaves Kado alone. Why do you think he did this?

SECRETS AND REVELATIONS

Before Reading

Discuss the title of this chapter. *What is a revelation?* Support students to understand that it is something that is revealed, or made known.

Read page 54 and invite students to predict what this chapter may be about.

As you read this chapter you will find out more about Kado's past and what happened to him after the flood. Be ready to discuss what you learn.

After Reading

How did this chapter begin? Why was Leewana's father concerned about Alexander going for a run on his own? How did Leewana respond to her father's concern?

What happened to Kado after the flood?

What do you know about Archibald now? What is a nursing home? Why might Archibald be living in a nursing home?

What do you think will happen to Kado now? How do you think he feels about leaving the bush? What is meant by the word bewildered?

🔍 CODE BREAKER

Hyperbole is a way of saying something that is a deliberate exaggeration. The statements are not really true, but people say or write them to emphasize something or make something sound more impressive. For example, you might say, I've done it a thousand times. What you mean when you say this is that you have done it many times.

Discuss this example of hyperbole from the text:

- *as big as houses*

Discuss the meanings of these examples of hyperbole:

- *I was hopping mad.*
- *I am about to explode.*
- *I nearly died laughing.*

🗨️ MEANING MAKER

This story shows how the main characters had each experienced the feelings of loneliness, alienation, and friendship.

Compare and contrast the two main characters in this story. Draw a Venn diagram on the board and invite students to brainstorm their similarities and differences. Record the responses on the Venn diagram.

📖 TEXT USER

In this mythical tale, the author carefully plans the series of events, and builds the action so that the main characters develop or change as the story progresses. Why do you think this is? Encourage student responses while supporting them to understand that effective writers usually organize their ideas this way to make the story interesting and easy to follow.

As you read this story, what did you think might happen to Alexander? What did you think might happen to Kado?

Were you able to predict what would happen at the end of the story?

Do you think this story would be as enjoyable if it ended with Kado not being found?

🔍 TEXT CRITIC

To make this story work, the author must make us think about the characters in a certain way. For example, this story worked because we were happy that Alexander resolved the problem he was experiencing with his running, and also discovered an unlikely friend. We found Kado endearing because of the unfortunate loss of his mother and his loneliness and isolation in the bush. We care about Kado, feel sorry for him, and want good things to happen for him.

In order for us to like the ending, the author carefully selected the setting, characters, and action to create a feel-good finale. Reread pages 62 to 64 to revisit the final scene. Discuss the way the author constructed the final scene to make the reader feel good about the ending.

USING MULTIPLE INTELLIGENCES

Work with a partner.

Create: Create a mural showing one scene from the story. (S)

Retell: Retell this part of the story in your own words. (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.

The Potter's Son

Name _____

Graphic Organizer (before and during reading)

Fill in the important details as you read the story.

Setting
Introduction
Body
Resolution
Conclusion

The Potter's Son

Name _____

Ⓜ Code Breaker

Draw lines to match the start of the sentence on the left to the correct ending on the right.

Kado woke up suddenly and realized

coming from outside.

I heard a sound

over a hillside.

Furious, Alexander bolted after the boy

it was not his mother singing.

The idea sent invisible fire

we should definitely hunt him down.

If there really is a feral kid in Ochre,

of the young dingo against his back.

He came to know every nook

dancing through his legs.

Kado shivered, missing the warmth

and cranny of Ochre.

What do these words mean?

bush tucker _____

feral _____

mournful _____

numbskull _____

Hyperbole is deliberate exaggeration, for example, *I've done it a thousand times.*

Write the meanings of these examples of hyperbole.

I jumped as high as the sky.

He shot off as fast as a rocket.

The Potter's Son

Name _____

☐ Meaning Maker

Link to self: Think of something that has happened to you that this book reminds you of. For example, it may remind you of a time you felt lonely, met a new friend or went to the bush.

Link to world: Think of something from this book that reminds you of something that you have seen in another book, a newspaper, a magazine, on television, or on the Internet.

Link to text: Think of something else you have read or seen that reminds you of this book or something from this book.

The Potter's Son

Name _____

⦿ Text User

This story follows a logical sequence. At the start, the main character, Alexander, is introduced and we learn that he has a problem. A second main character, Kado, is introduced and we learn that he has a problem, too.

What is the problem for Alexander at the start of the book?

What is the problem for Kado at the start of the book?

At what point does the unlikely friendship begin to form between the main characters?

How does Alexander's character develop during the story?

How is the story resolved?

The Potter's Son

Name _____

● Text Critic

The author chose characters, words, and events to make the reader feel a certain way.

1. Did you like Alexander after reading the first chapter? Explain.

2. Reread Chapter 1 and find the words or phrases in the story that helped you to like Alexander's character.

3. Describe your feelings towards Kado after you learned about the flood.

4. Was the author successful in making Leewana a character you would like? What did you like about Leewana?

5. Were there any characters you did not like? Why didn't you like these characters?

6. Did you like Serena? Why/why not?

7. How did the author show us that Archibald was a special person in Kado's life?

8. Did you like the ending? Why do you think the author ended the story this way?

9. How would this story have been different if it was set in a city?

Multiple Intelligences

The Potter's Son

Name _____

Intrapersonal

Imagine flood water rushing into your home.

What would you do?

How would you help others to escape?

Where would you go?

Which of your belongings would you want to save?

What do you think would need to be done to clean up the house afterwards?

How do you think it would feel to lose everything you owned in a flood?

How do you think it would feel to lose someone you love?

The Potter's Son

Name _____

Myth

What is the purpose of a book like this?

Did you enjoy this book? Explain.

Did you imagine this story in your head as you were reading?

Do you like endings like this one? Explain.

Who might enjoy reading this book? Why?

How else could this story have ended?

Write the names of other books that were designed to entertain.

What is the most interesting story you have ever read? Why?

An unlikely friendship developed between Alexander and Kado. What made the friendship unlikely?

Can you think of other stories that featured an unlikely friendship?
