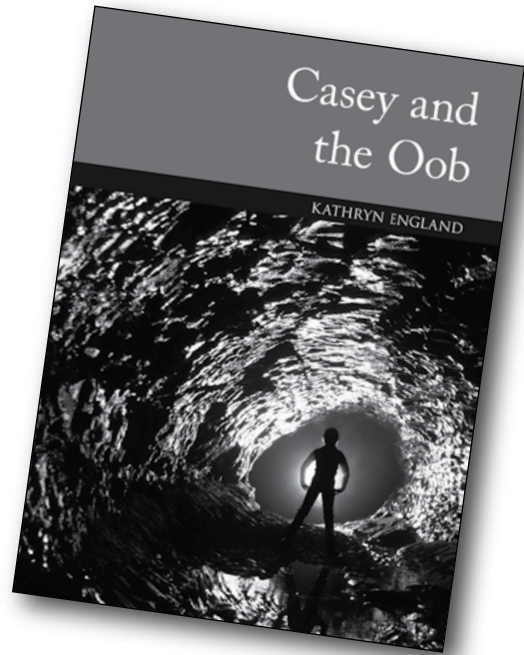


Springboard 6

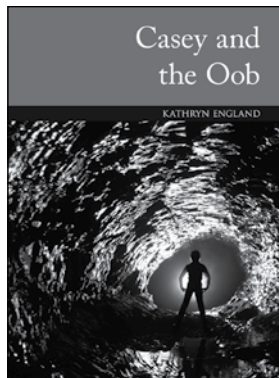


Casey and the Oob

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.



CASEY AND THE OOB

Middle level fiction

Text type: Fantasy

Reading age 11.5–12.5

Word count 8000–8900

Guide questions for teachers are in *italics*.

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 real life. Give students examples of characters such as dragons, animals, or objects with human-like personalities and magical abilities. The settings may be magic places, other worlds, or made-up lands.

Invite discussion and guide the conversation to address these elements. Explain that when authors put things that could not happen in real life into books, shows, or films, that it is called creating a fantasy.

COVER

Before Reading

Read the title and ask students to tell you what they think this story might be about.

Discussion and question guide:

Who do you think Casey might be? What could an Oob be?

What does the image on the cover suggest?

Read the blurb on the back cover. Discuss the word *fantasy*. *What does this mean?*

Who might tell this story?

What do you know about Casey?

What do you think a battle of wits is?

Do you have any more information about what an Oob could be? Encourage inferences.

Think about all the information from the title, cover illustration, and blurb. Predict what might happen in this story.

THE CAVERN

Before Reading

Read page 4. What is a cavern? What could Casey have seen that she is so confident you have not? Encourage inferences.

As you read this chapter, you will find out where this story is set. You will also learn about the problem that Casey faces. Read the first chapter and be ready to discuss the setting and the initial complication.

After Reading

Where is this story set?

So far, the only character we have been introduced to is Casey. What do you know about her? What are her strengths? What are her weaknesses?

What is the initial problem that Casey faces in this story?

Why doesn't Casey dive in and retrieve the compass? Do you think this is a wise decision?

How does Casey feel about being lost?

A PLAGUE OF BATS

Before Reading

What does the title suggest? What do you predict will happen in this chapter? Read page 9. What does Casey do while she is waiting for her parents to come? Invite discussion.

How does the title fit in with Casey waiting in the cavern?

Read this chapter to see if your prediction was correct. Be ready to discuss what happens to Casey while she is inside the cavern.

After Reading

Was your prediction correct? Do bats fly about in the cavern?

What happens to Casey after she goes into the cavern to escape the heat?

What does Casey think made her fall asleep?

How does Casey feel when she sees the bats? What does the scene look like? What does it sound like? Revisit pages 10 to 11 to check if needed.

What does it mean to go ballistic? Revisit page 10 to clarify if needed.

SOMETHING IN THE WATER

Before Reading

Read page 12. *What do you think we will find out as we read this chapter?*

As you read this chapter, you will be introduced to the Oob. Take note of what Casey sees and how she is feeling as she sees the Oob for the first time. At the end of the chapter the Oob says something. Be prepared to discuss what you think it means.

After Reading

Describe what the Oob looks and smells like.

How large do you think it is?

*Which words from the story give an indication of its size and appearance? Have students revisit page 13 if needed to locate the words *fearful shape*, *horrific spectacle*, and *monstrosity*.*

How does Casey feel as she watches the Oob? What does she do?

What does the Oob say? What do you think it means?

THE MONSTROUS OOB

Before Reading

Read page 15. *What do you expect this chapter will be about?*

In this chapter you will learn more about the Oob and whether it is a friend or foe. Read on and find out what type of character the Oob is, and what you think its intentions are towards Casey.

Take note of any tricky words and be ready to discuss them at the end.

After Reading

Discuss any words or phrases identified for clarification. Revisit these in the text and direct the students to reread the sentence that contains the word or phrase, as well as the sentences before and after. Discuss students' predictions of possible meanings. Include the words *warbled* (page 16), *mesmerizing metamorphosis* (page 17), *nomenclature* (page 19), *timorously* (page 21).

What is your impression of the Oob? What do you think the Oob's intentions are towards Casey?

This chapter tells us Casey's nickname. What is her nickname?

Casey suspects she might be able to work out a code to understand the Oob better. What part of the Oob's body does Casey think will give her the clues to the Oob's moods?

Why do you think the Oob calls Casey Casey-Pie?

PICK MY BRAINS!

Before Reading

Read page 23. *What does it mean to pick someone's brains? What do you think this chapter might be about?*

As you read, you will find out what Casey deduces from the colour of the Oob's eyes. Be ready to discuss what you learn about this code, and also whether you gather any other information about the Oob's personality. Be thinking about why the Oob won't let Casey go.

After Reading

What do you think the Oob means by brain probing?

What does Casey work out about the Oob's eye colour code?

Why do you think the Oob wants to play games with Casey?

In what subject does Casey not feel confident?

What is meant by the word superciliously?

THE RIDDLE GAME

Before Reading

What is a riddle? What does the chapter title suggest? Read page 27. What is meant by the term suffocatingly boring?

Take note of any tricky words and be ready to share your thoughts about what they might mean.

After Reading

What is meant by the word intermittently?

What is the eye colour code that helps Casey to understand the Oob's moods?

What does the Oob do when Casey sneezes?

What do you think Casey means at the end of the chapter, when she says the answer is knowledge?

YOU'RE PEEKING!

Before Reading

Read page 31. *What is meant by the term a condescending wink? What is a dunce cap? Who do you think does the peeking? What do you think happens in this chapter?*

Read this chapter to find out what happens as Casey plays the riddle game.

After Reading

What does Casey learn about the Oob?

How is the game played?

What do you notice about the rules of the game?

Why do you think the Oob changes the rules and makes up new rules along the way?

How does Casey feel about this game?

Why doesn't Casey run away?

MEMORY LANE

Before Reading

What do the words *memory lane* mean? Read page 35. *What new information does Casey learn about the Oob? What do you know about plastic lunch wrap? Invite students to share their prior knowledge. How might this knowledge help Casey?*

Read this chapter and find out what it is about. As you read, you will learn what the Oob wants from Casey. Jot down some information to share with the group.

Think about the way the chapter ends, and be ready to discuss what you think will happen next.

After Reading

What does the title of this chapter mean?

What are some of the pranks Casey has stored in her memory?

What is the Oob searching for in Casey's memory?

At one point, Casey says she feels sorry for the Oob. Why is this?

How does the chapter end? What do you think will happen next?

ORIGIN OF THE OOB

Before Reading

What does the word *origin* mean? Read page 43 and discuss the opening sentences. Invite students to predict what will happen in this chapter.

Jot down words you are unsure of, and be ready to discuss what they might mean.

In this chapter, Casey thinks she has discovered the origin of the Oob. Casey helps the Oob to learn where it came from, and she is rewarded with an unexpected response. Be thinking about your thoughts on what you read.

After Reading

How does Casey unlock the mystery of the Oob's name? Does the Oob learn anything about itself?

At the end of the chapter the Oob does something unexpected. What does it do?

What does the Oob give to Casey?

What do the glowing pupils tell us about the Oob's mood?

What have we learned from this chapter about the Oob and its games and riddles?

What do you think of Casey's conclusions?

THE OOB'S TALE

Before Reading

Read page 50. *What can you infer about the relationship between Casey and the Oob? How do you think this story will end?* Invite predictions.

As you read this chapter, you will learn the Oob's account of its origin. Be ready to discuss what you learn about the Oob. You will also hear of some plans Casey has to stay in touch with the Oob. Be ready to chat about what happens and what you think of the ending.

Finally, we learn the answer to the Oob's earlier riddle. What is it?

After Reading

What did you learn about the Oob?

How long has the Oob been in the cavern?

What noble deed did the Oob perform many years ago? Why do you think the Oob saved the toddler?

Ultimately, the Oob is bored and seeks company and things to do. What are some of the things Casey suggests? What are some of the things the Oob suggests?

What was the answer to the riddle?

What did you think about the ending to this story? Explain.

🔍 CODE BREAKER

Alliteration occurs where the same letter or sound is used at the beginning of words written consecutively or located close together, for example, wheezing whale. By repeating the beginning sounds of words, the author can make the text funny or more interesting and add meaning for the reader. Alliteration is often used in stories, songs, rhymes, and poems.

Discuss these examples of alliteration from the story:

- mesmerizing metamorphosis
- nomenclature...nitwit name
- sickening segment
- blobby body
- failed, flunked, fizzled

Think about the following characters from the story. Use alliteration to add interest, humour, and meaning to their names:

- Casey
- Oob

🔍 MEANING MAKER

As we learn more about the Oob, it seems an unusual monster. What are the typical traits of a scary monster? Discuss what monsters look and sound like, and how they make people feel.

Compare these descriptions to the Oob. Discuss how the Oob fits the description of a typical monster, and which of its characteristics make it different from a typical monster.

🔍 TEXT USER

In a story like this, with only two characters, it is common to have a villain who complicates the story for the main character. Discuss how the Oob complicates the story for Casey. How would the story have been different without the Oob? Encourage discussion and guide the conversation to build understandings that without the Oob:

- Casey would not have been trapped in the cavern
- Casey might have retrieved the compass
- Casey might have found her way back to her parents

Assist students to generalize that the villain is often a pivotal character in the story. *Without the Oob complicating the situation for Casey, there might have been no interesting turn of events after Casey lost the compass.*

Ask students to think of other stories with only a minimal number of characters, one of whom is the villain. Generate discussion about how the villains are pivotal characters in these stories.

🔍 TEXT CRITIC

This story has only a small number of characters. The author had to consider what kind of situation to create for a story like this, and also how to construct the characters. In this story the two characters play the good versus evil roles. Why do you think the author does this? What is the author trying to make us think and feel during this story?

As the story ends, we observe a change in both of the main characters. Casey becomes more confident and we learn that the Oob is more than just a mean, scary monster. Discuss why the author might have shaped these characters in this way. Why do you think the author forms a friendship between these characters in the final chapter? Why might it be important to leave the readers with this understanding of the characters?

USING MULTIPLE INTELLIGENCES

Organize students into groups of 4 to 6. Using the events from the story, each group adapts the narrative to dialogue.

Make: Identify the main characters from the story. Make shadow, stick, or finger puppets to represent these characters. (S, B)

Write: Choose one chapter from the book and rewrite it as dialogue. (V)

Rehearse: Set up a stage. Practise your dialogue scene using your puppets. (V, B)

Perform: Present your scene to the rest of the class. (V, 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

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.

Casey and the Oob

Name _____

Graphic Organizer (before and during reading)

Compare these characters.

Casey	Oob
Qualities	Qualities
Evidence from the story	Evidence from the story

Casey and the Oob

Name _____

🔍 Code Breaker

Unjumble these words from the story. Write their meanings.

Jumbled word	Unjumbled word	Meaning
nrevac (page 4)		
ssapcom (page 7)		
guealp (page 9)		
cidran (page 17)		
hilyghtau (page 33)		
aresmthgin (page 41)		
iveimsserp (page 59)		

Write the meanings of these similes from the story.

It felt like the sun was frying me like a potato chip.

The sunshine must have barbecued my brain like a scrambled omelette.

My breathing sounded like a steam engine chugging up the mountainside.

The water swirled and frothed like a washing machine.

What do these idioms mean?

take a hike _____

pick my brains _____

go ballistic _____

Casey and the Oob

Name _____

☐ Meaning Maker

The Oob wants something to do when it is alone. Imagine that you and some friends are going camping in the bush for two weeks. Make a list of things to take with you. You can take a sleeping bag, one bag of food each and whatever you think you can fit into a large pack. Don't forget that there are no power outlets in the bush.

Sort your items according to the criteria below.

Food and drink	Clothing	Leisure/Entertainment

Extra foods we can find in the bush

Casey and the Oob

Name _____

Text Critic

Think about how you felt as you read this story. The author carefully chooses characters, words, and events to make the reader feel a certain way.

1. What sort of mood does the author create in this story?

2. Find words in the story that made you concerned for Casey's safety.

3. What did you enjoy most about this story? Why?

4. What did you enjoy least about this story? Why?

5. Does the author want you to like or dislike the Oob? How do you know? Use examples from the book.

7. Does the author want you to like or dislike Casey? What tells you this? Use examples from the book.

8. How does the author want you to feel as you read this story? Explain.

9. Does the author want you to like the Oob at the end of the story? Explain.

10. Think of a question to ask the author.

Casey and the Oob

Name _____

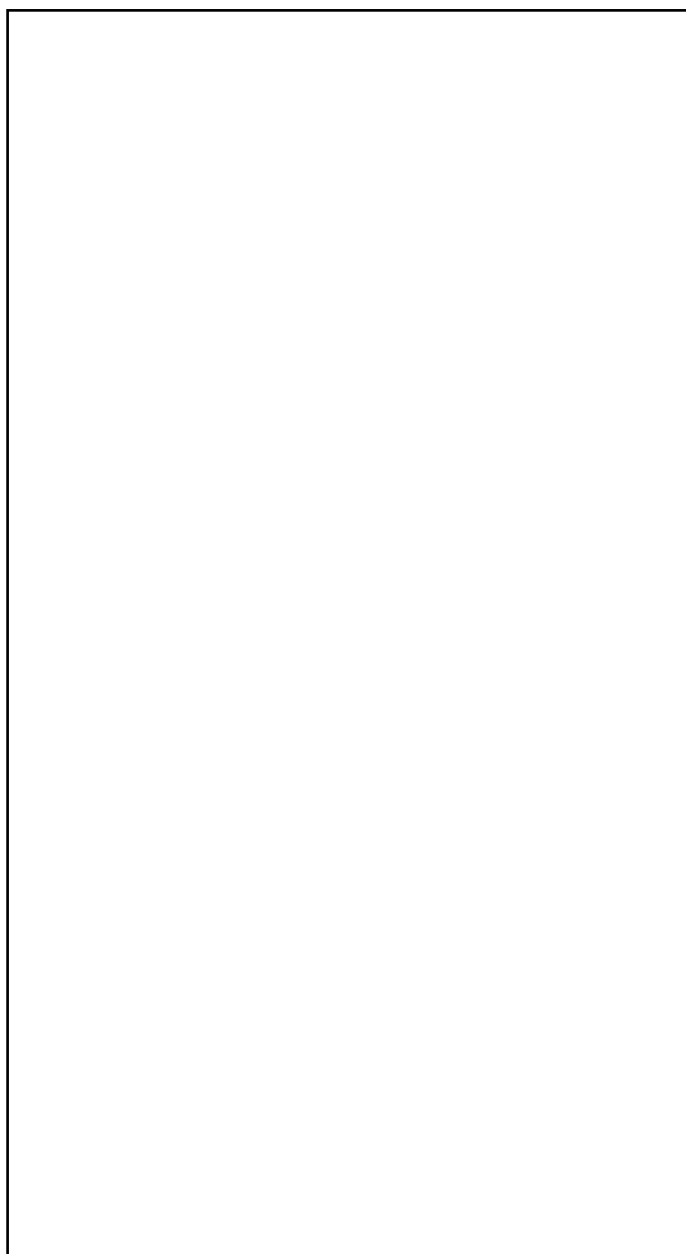
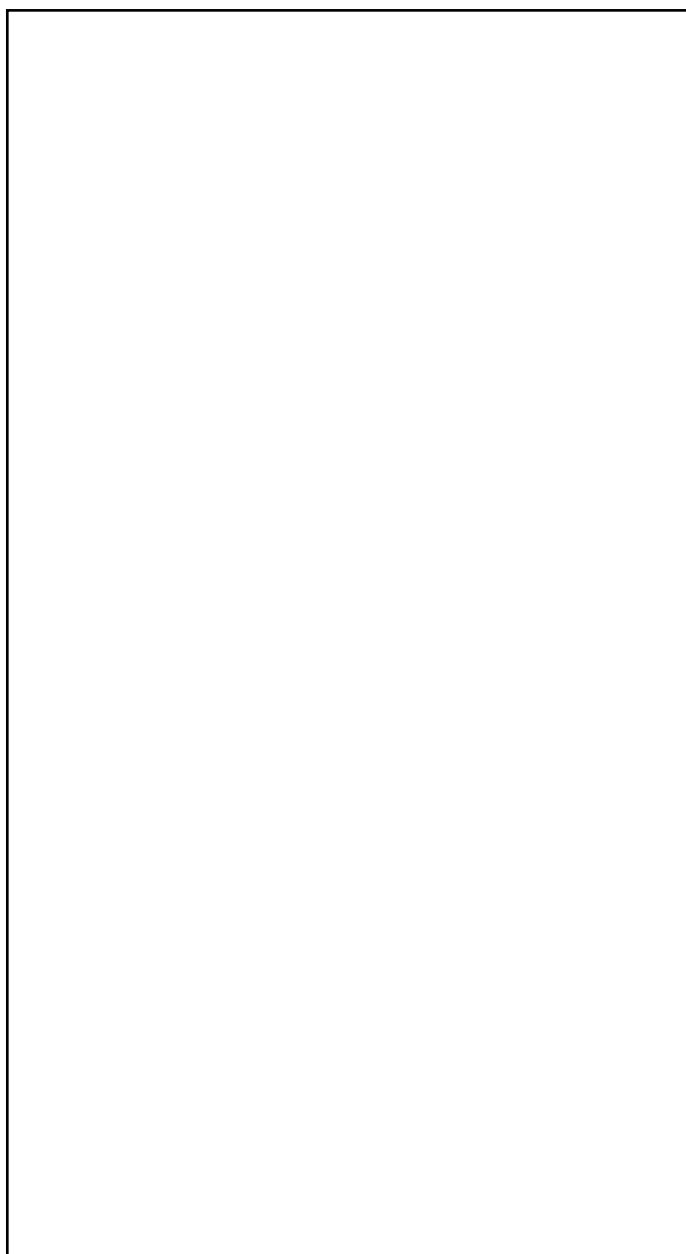
Multiple Intelligences

Spatial, Verbal-Linguistic

The police are warning people about a strange monster that probes brains and leaves people frightened and disoriented. Design a warning sign to put outside the cavern and a poster with extra details about the Oob. Use the descriptions in the book to sketch the Oob and describe its character.

Warning sign

Poster



Casey and the Oob

Name _____

Fantasy

Consider these aspects of the story.

1. Where does this story take place?

2. Could the story have taken place anywhere else?

3. How does the author make the Oob seem funny and scary?

4. Why do you think the author made Casey's character realistic?

5. Which character did you like the best? Why?

6. How does the author build suspense in this story?

7. Describe two problems that occur in the story.

8. Would you change anything about the beginning or end of the story? Explain.
