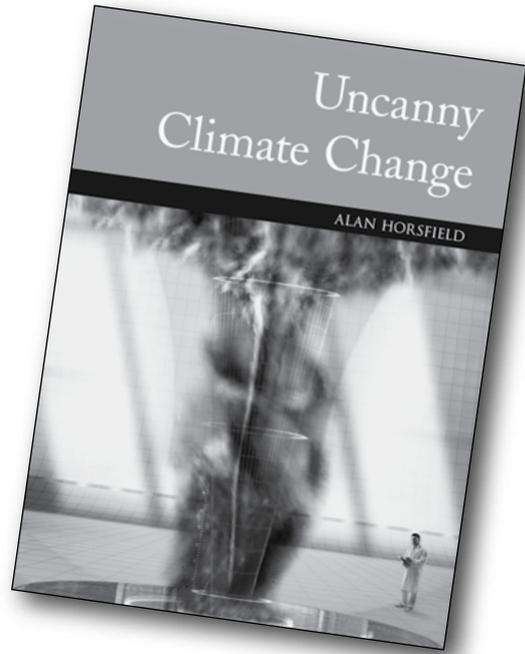


# Springboard 6

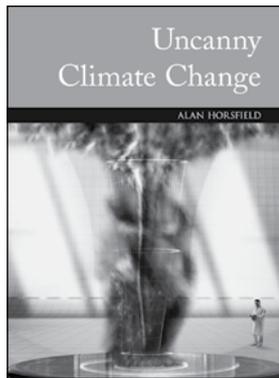


## Uncanny Climate Change

### 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.



## UNCANNY CLIMATE CHANGE

**Lower level fiction**

**Text type: Mystery**

**Reading age 10.5–11.5**

**Word count 7000–7900**

Guide questions for teachers are in *italics*.

### Before Reading

Activate prior knowledge by asking students if they have read any mystery stories. Invite students to share mystery stories, shows, or films they know.

*What sorts of mysteries occur in these stories?*

Guide the discussion so that students understand that there are three groups of mysteries: crimes, puzzles, and suspense.

*What generally happens in these stories?* Guide the discussion so that students understand that something mysterious happens at the start and the rest of the story is concerned with asking questions, uncovering clues, and working out

what is true or untrue. At the end of the story the mystery is solved by one of the main characters.

*What makes it tricky for the reader to solve the mystery?* Guide the discussion to build understandings that the author may hold back some information or give some clues that are designed to throw the reader off the track. Clues like these are called *red herrings*. They create twists in the plot which keeps the reader guessing.

*What skills does the reader need to solve the mystery?* Guide students to understand that readers must think critically (not believe everything they read), pay attention to details, and be able to predict.

### COVER

#### Before Reading

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

Discussion and question guide:

*What does the title mean?* Discuss the meaning of the word *uncanny*.

Read the blurb on the back cover. *Who do you expect to be the main character in this book? What might the strange weather events be? How could a mysterious musical van be involved?* Invite inferences.

*Where is this story set?*

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

## THE RACE

### Before Reading

Read page 4. Are there any tricky words to discuss? Check that students understand the meaning of the word *interminable*. Where is this chapter set? What is the last race? Who do you think is telling this story? Have students check the blurb if needed.

Read this chapter. As you read, you will learn a little about the main character and the setting. Be ready to share what you learn.

Take note of any tricky words that you need to clarify.

### After Reading

Clarify any tricky words before discussing this chapter. Check that students understand the meanings of *raucous* and *obnoxious*.

What event is Skye preparing to compete in? Why is this event important for Skye's team? How well does Skye need to do in order for her team to win?

What does Skye think about her competition in the event?

## AT THE STARTING LINE

### Before Reading

What does the title tell you about this chapter? Read page 7. How does Skye feel about the race as she prepares to start? What lane is she in?

Read this chapter to find out more about the characters in the race. Be ready to share Skye's impression of the other runners.

### After Reading

How is Skye preparing for the race? How are some of the other runners preparing for the race?

Do you expect the race to go ahead? Prompt students to recall what they know from the blurb.

Revisit page 9 to discuss the similes used by the author:

- *like a rabbit startled by a fox*
- *like a miniature sheet of corrugated iron*

## DELUGE

### Before Reading

Discuss the meaning of the word *deluge*. Direct students to read page 11 and to be ready to share their predictions about what they think will happen next.

*You will learn of the uncanny climate change during this chapter. Take note of the unusual weather that ends the sports carnival and of how the students and teachers manage to get themselves to cover.*

*Read this chapter and be ready to discuss what you learn about the weather. Take note of the interesting language the author uses to describe the weather and other events.*

### After Reading

*Describe the uncanny climate change.*

*How does the author describe what the weather is like? Discuss the figurative language used by the author. Support students to revisit the text to find interesting words and phrases, for example:*

- *colossal force (page 12)*
- *like drenched rats leaving a sinking ship, like a discarded, soggy tea bag (similes, page 12)*
- *whirring windscreen wipers (alliteration, page 13)*

Support students to locate other examples of figurative language in this chapter.

*How does Skye feel about some of the other characters in this chapter?*

## WACKY WEATHER

### Before Reading

*Read page 16. Predict what you think this chapter will be about. What might happen during this chapter? Encourage students to infer that they will learn more about the unusual weather.*

*As you read this chapter, you will learn about some of the other incidences of uncanny weather. Take note of the other examples you read about. You will also be introduced to the musical van outside the school. Take note of any interesting features you notice about the van. Jot them down ready to share.*

*Take note of any tricky words you need to clarify and be ready to discuss them after reading.*

### After Reading

Clarify any tricky words identified by the students. Have students revisit the text to reread the sections containing words needing clarification. Check that students understand the meanings of:

- *Emily nodded emphatically (page 18)*
- *incarcerated (page 19)*
- *nonsensical (page 19)*
- *remonstrated (page 19)*
- *disconsolate (page 20)*

*Which team was awarded the trophy for Sports Day? Why did Skye object to this team being awarded the trophy? What are your thoughts on this? Should the 400-metre race have been run first?*

*What other interesting weather event did you learn of? What was interesting about the weather events? Guide students to notice that they occur at specific locations, for example, at the school but not around it, at the Linklaters' house, but not at other houses in the same street.*

*What did you learn about the musical van? What interesting features did you note about the van?*

## THINGS GET BIZARRE

### Before Reading

Read page 24. Predict what this chapter might be about.

Read this chapter. As you read, jot down what Emily finds out about the white van. Skye begins to form suspicions about who and what might be responsible for the uncanny weather.

As you read take note of any words or phrases you need clarified.

### After Reading

Clarify any tricky words before discussing the chapter. Check that students understand *paraphernalia*, *cavernous gash*, *barometer*, and *thermometer*.

Describe what happened in this chapter. What unusual weather did the characters experience?

Who do the characters begin to suspect may be responsible for the unusual weather? Why are they suspicious of Anna Legge and Costa Nahm? Why is Skye suspicious of Thor Weatherby?

What clues were presented in this chapter? Revisit the text and discuss the clues on pages 28 to 31.

Have students revisit the text to identify examples of similes, alliteration, and idioms used in this chapter.

## INVESTIGATIONS BEGIN

### Before Reading

Read page 34. What do you expect this chapter to be about?

As you read this chapter, take note of what Skye and Emily discover during their investigation at home. They then venture out to investigate further. Jot down words, phrases, and sentences from the story that show what they discover.

Pay attention to the detail in the story. Take note of the interesting words you come across. Be ready to discuss what or who you think is responsible for the uncanny weather.

### After Reading

What clues did Skye discover as she launched into the investigation at home? What interesting information about pea soup did Emily discover? Revisit page 37 of the text to locate this clue if needed.

The empty soup can held some important information. What was it? Revisit page 38 to check if needed. Support students to locate the address and also steps three and four of the instructions for use.

What did Skye and Emily see when they visited 186 Stormwater Way?

What does the name Dodgy Bruvvers Smash Repairs mean?

Discuss the humorous use of hyperbole in *I've told her a million times not to exaggerate* on page 40. Have students share any other interesting figurative language they have noted in this chapter.

## SECRETS OF 186

### Before Reading

*Read page 42. What do you think the girls will find inside the factory? What do you think the secrets could be? Who do you think is involved? Do you think there is a connection between what happens at 186 and the uncanny weather? Encourage prediction.*

*Read this chapter and take note of what Skye and Emily find when they go inside 186. They will find a lot of clues that look like connections to the unusual weather. Be ready to share what the girls find and be ready to discuss what you think each of the clues mean. Jot down some notes to help you to organize your thoughts.*

### After Reading

*What suspicious items did the girls find inside the factory? Discuss each of the things the students noted from the factory and encourage discussion about how these clues might be connected to the uncanny weather, for example:*

*What does the list of Sunnybrook events on page 43 suggest to you?*

*What could the ticks and crosses against events on the list mean?*

*What are your thoughts on the cans the girls found? Discuss the labels and whether these are some kind of code.*

*What might the glowing monitors be used for?*

*How does this chapter end? What do you think might happen next?*

## AMBUSH ON BLACK FOREST HILL

### Before Reading

*Read page 48. What is an ambush? What do you expect to happen in this chapter? Invite students to infer what kind of ambush Skye has planned.*

*Read this chapter and find out what Skye is planning as the ambush. Be ready to discuss Skye's plan and your thoughts on how well the ambush works.*

*Take note of the event that is to be targeted for the next uncanny weather change. What do you think the villains might be thinking as Skye's ambush is put into action?*

### After Reading

*Which event was to be the next target for the villains?*

*What did Skye's ambush involve? How did Skye and Emily cause havoc for the weather villains in this chapter?*

*How do you think the villains were feeling as the uncanny weather continued to target their van with full force? What do you think they might have been thinking?*

*At one point Thor Weatherby found one of the cans Skye and Emily had used. Do you think he worked out what was going on? Why/why not?*

*Describe the force of the weather that targeted the van. Have students revisit the text to find examples of how the weather is described by the author.*

# WACKY WEATHER EXPOSED

## Before Reading

*What does the title mean? Read page 55 and predict how this story ends.*

*As you read take note of how Skye was able to use the clues from 186 and link them up with what she had observed happening since the sports carnival.*

*Be ready to discuss what happens to the villains in this story.*

## After Reading

*How did Skye piece the clues together?*

*Why did Skye need to explain how she solved the mystery slowly to Emily?*

*What happened to the villains?*

*What little trick does Skye have up her sleeve in case Thor Weatherby pulls a stunt like this again?*

*What play on words did Skye use at the end of the story?*

## ▲ CODE BREAKER

*A simile is a device used by an author to compare something to something else.*

*Turn to page 9. Search this page to find the following simile: I'd burst down that track like a rabbit startled by a fox!*

*Describe how this comparison shows how fast Skye would run. What image is conjured up in your head as you read this simile?*

*Find the next simile on page 9: Her forehead was wrinkled, like a miniature sheet of corrugated iron. Discuss the simile with a partner.*

*How do you imagine the starter looked? What was she thinking?*

*Have students find the similes on pages 10, 12, 14, 15, and 18. Discuss.*

## ■ MEANING MAKER

*In this story Skye was the character who was most likely to solve this mystery. She was clever and insightful, always sizing up the situation and looking for clues. Because the story was told through Skye's eyes, we always knew what Skye was thinking and how she was connecting the mysterious events.*

*Revisit the book and find all the clues that Skye was able to use to expose the villains at the end of the story.*

## ◆ TEXT USER

In a mystery, the author will sometimes give clues that are designed to throw the reader off the track. These *red herrings* create twists in the plot that keep the reader guessing.

*Why do you think the author creates false trails or red herrings in a mystery or crime story? Is it to trick the reader or do they have another purpose?*

Encourage student responses while supporting them to understand that in a mystery fiction, it makes the story more interesting if the reader is kept guessing. *As you read a story like this, what are you thinking? Are you trying to solve the mystery along the way? Do you think it would be as enjoyable if this story were easy to solve? How do you think it would feel to solve a real mystery?* Guide students to understand that a mystery fiction is written to entertain. Involving the reader in solving the mystery increases enjoyment and makes the reader want to keep reading.

## ● TEXT CRITIC

*To make the events in this story clear to the reader, the author makes us think about the characters in a certain way. This means that the author carefully chooses words to describe characters and their actions. In this book, the author describes Thor Weatherby as wearing a mean, supercilious grin. We are told early in the story that he carelessly tossed a can of something from one hand to the other and has obnoxious behaviour. How does this shape our thinking about Thor Weatherby? How does his name immediately make us suspicious that he might be involved?*

Lead students to understand that the author does these things deliberately to shape the way the reader views Thor's character.

Lead students to analyze the way the other villains have been constructed in this text.

## USING MULTIPLE INTELLIGENCES

Pair or small group task

**Brainstorm:** Imagine that you are investigating the uncanny climate in this story. Write a list of questions to ask the community and possible suspects to gather more information about these uncanny weather events. (V)

**Sort:** Sort the questions into categories: questions to gather background information and make links between the weather events, and questions to ask possible suspects. (L)

**Organize:** Organize two interviews using the questions above. (L)

**Act Out:** Act out the interviews. Have the suspects look and act like suspicious characters. (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.

# Uncanny Climate Change Name \_\_\_\_\_

Graphic Organizer (before and during reading)

Read each of the pages with the chapter headings. Before reading the rest of the chapter, predict what will happen. After reading, record what did happen.

What I predict will happen	What does happen
The Race	The Race
At the Starting Line	At the Starting Line
Deluge	Deluge
Wacky Weather	Wacky Weather
Things Get Bizarre	Things Get Bizarre
Investigations Begin	Investigations Begin
Secrets of 186	Secrets of 186
Ambush on Black Frost Hill	Ambush on Black Frost Hill
Wacky Weather Exposed	Wacky Weather Exposed

# Uncanny Climate Change Name \_\_\_\_\_

## 🔍 Code Breaker

The author has used figurative and descriptive language to make the book interesting and fun for the reader. Look for places the author has used alliteration, word play, similes, and idioms. Find examples and record the page numbers.

Figurative and descriptive language	Examples and page numbers
Alliteration: consecutive words beginning with the same letter  (raucous roaring, page 5)	
Word play: words used in a fun way; may have double meanings  (Skye, page 6)	
Simile: comparing one thing to another  (like rats leaving a sinking ship, page 12)	
Idioms: a group of words with a different meaning to the individual words in the group  (the icing on the cake, page 6)	

# Uncanny Climate Change Name \_\_\_\_\_

## ☐ Meaning Maker

Mysteries often have a main character and a sidekick, or helper. Sometimes the sidekick is as clever as the main character, but sometimes they are there to make the main character seem more knowledgeable. Compare Skye and Emily. Record the ways they are the same and different. Use evidence from the book to support your thinking.

Similarities	Evidence from the book

Differences	Evidence from the book

Make a list of the main characters and sidekicks that you have read about or seen on TV or in movies.

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# Uncanny Climate Change Name \_\_\_\_\_

🕒 Text User

Discuss your thoughts about the plot of the story.

1. Did you like the beginning and end of this story? Give reasons.

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2. How well do you think the events in this story flowed? Was it a logical sequence and did it make sense to you? Explain.

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3. Was it a good pace? Did the story move too fast or too slowly? Explain.

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4. Name two problems that occurred in this story.

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5. Do you think the clues made sense? Did they help you solve the mystery? Explain.

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6. Did you get caught up in the mystery and want to find out who was responsible? Explain.

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7. Was this story believable? Explain.

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8. Were you able to solve the mystery before the end? Explain.

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# Uncanny Climate Change    Name \_\_\_\_\_

## ● Text Critic

Authors describe characters in books to help us build a picture of them. The way the author describes the behaviour of the characters helps shape our thinking about them. What were your understandings of these characters from the book? Use the book to find descriptive words and examples of behaviours that build our understandings.

Skye

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Emily

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Thor Weatherby

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Mrs Devine

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Ms Driver

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Anna Legge

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Costa Nahm

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# Uncanny Climate Change Name \_\_\_\_\_

Multiple Intelligences  
Intrapersonal

Create the perfect weather forecasts for these occasions.

A day at the beach

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A day for a kite flying competition

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A day to stay inside and keep cosy

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A day to build a snowman

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# Uncanny Climate Change Name \_\_\_\_\_

Mystery

Complete the details about the story.

Plot	Setting	Mysterious events and locations	Solution

Hero	Sidekick	Suspects	Villains
Qualities of hero	Qualities of sidekick	Qualities of suspects	Qualities of villains