Springboard

Connect

27a The Odd-Shaped Horse

27b Needs and Wants

27c Excellent Experiments

27d Art Rocks

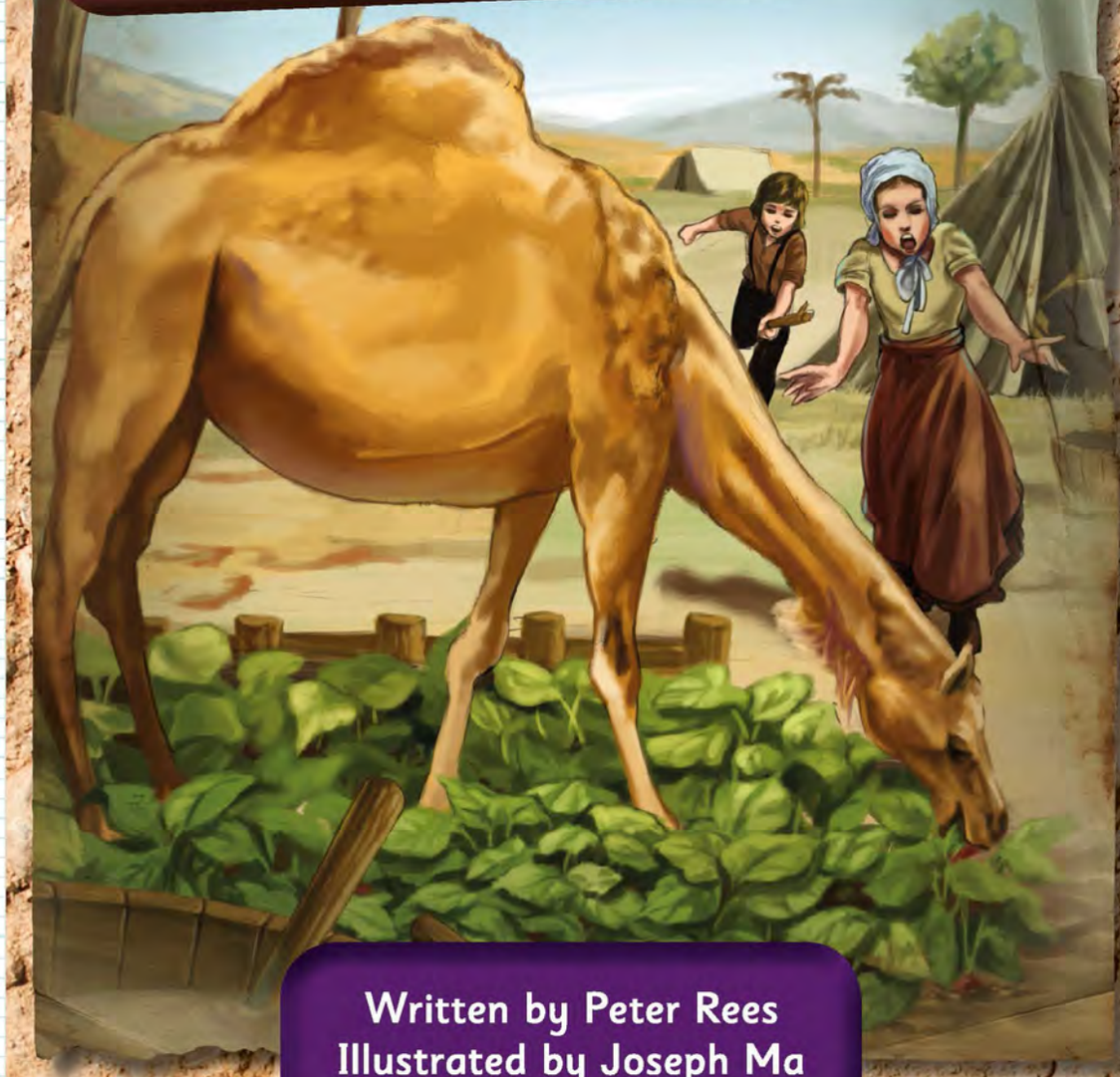
27e The Sundial Alien Field Trip

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The Odd-Shaped Horse



Written by Peter Rees

Illustrated by Joseph Ma

Word Count	846
Text Type	Narrative
High-Frequency Word Focus	brother
Content Words	bridle, camels, diggings, explorer, goldfield, ladder, mine, mineshaft, newspaper, winch
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	apostrophes in contractions; suffixes *ing*, *s*, *ed*

The Odd-Shaped Horse
Written by Peter Rees
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shutterstock.com/ Luis Molinero background **used throughout**, /Picsfive, **1** /Silhouette Lover, frame **used throughout**; Courtesy of State Library of Victoria/Pictures Collection, Accession no IAN04/05/81/supp, **2–3**.

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For teachers' inspection ONLY

GETTING STARTED

Activating prior knowledge: Ask students what they know about camels. Record their responses and keep them for a later activity.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students. Discuss what the children are reacting to in the illustration on the cover. Turn to and read the title page. Ask students to flick through the book or the screens, looking at the illustrations and layout. Have them use the illustrations and structure to suggest the text type and predict what the book may be about. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that as well as reading about the camel, they will talk about the structure of a narrative, use of figurative language, apostrophes in contractions, and the suffixes *s*, *ed*, and *ing*.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of and model specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussions. What is the time and setting for the story? How does Papa end up down the mineshaft? How does the camel help solve a problem? What is the happy ending to the story? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Use the phrase *it didn't bat an eyelid* on page 4 to start a discussion with students about the use of figurative language. Ask what the phrase means. Have students locate and discuss other examples, such as *his jaw hit the ground* on page 6. Have them find and discuss examples of personification, such as the last sentence on page 18.

Language

If you are using the digital book, invite students to take turns operating it for the following activities.

Text structure and organisation: Have students demonstrate knowledge of narrative structure by asking them to summarize what happens in the beginning, middle, and end of the story.

Use the words *shouldn't* and *what's* on page 4 to discuss the use and purpose of the apostrophe in contractions. Have students locate and discuss other contractions in the text.

Expressing and developing ideas: In turn, draw attention to the words *seeds* and *camels*, *brushed* and *loaded*, and *trying* and *using* on page 8 to discuss the appropriate rules for adding the prefixes *s*, *ed*, and *ing*. Have students locate other examples of each suffix throughout the text. Write words on the board and have students tell which rules would need to be applied to add the suffixes.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

The Odd-Shaped Horse



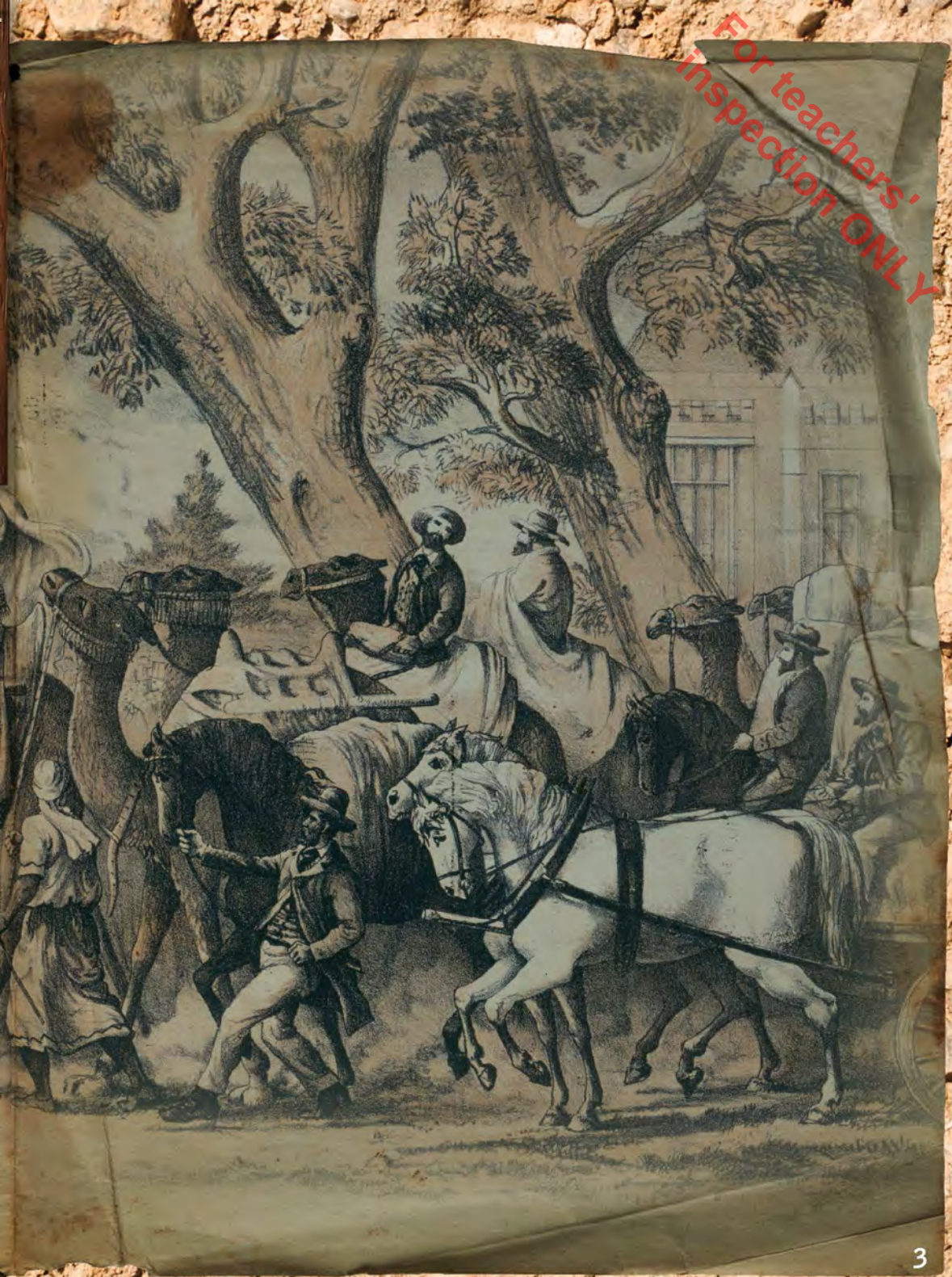
Written by Peter Rees
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For teachers' inspection ONLY

In August 1860, the explorers Burke and Wills left Melbourne, attempting to be the first to cross Australia from south to north. The expedition boasted 26 camels, mostly from India. The camels' regular escapes became a feature of the ill-fated trek almost from the start…



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Early one morning, I looked outside and there it was. Papa was at the mine, so I called my little brother, Jamie, and we ran outside.

It was the strangest creature I ever saw. It looked like a horse that had been put together all wrong, with bumps in places it shouldn't have them. What's more, it was eating my radishes! We tried to shoo it away, but it didn't bat an eyelid.



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The creature was wearing a bridle, so it must belong to somebody. I tried pulling its bridle while my brother tugged from behind, but it just kept on munching. Then, our friend Shen came by. When he saw the creature, his jaw hit the ground. He said he'd seen others just like it in a newspaper and told my brother and me to wait while he ran home to get it.



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