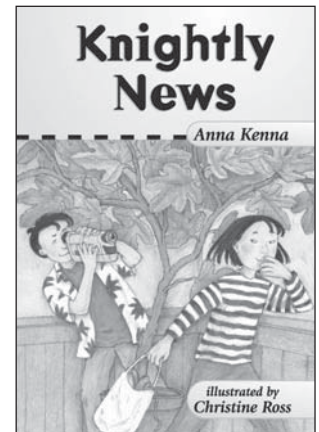


Knightly News

by Anna Kenna

illustrated by Christine Ross



Book Summary

Scott finds that being a famous TV cameraman is not all it's cracked up to be. As he struggles to come to terms with his failures, his mom is fighting a battle of her own.

Features of the Book

- First person point of view
- The use of humor
- Technical language – *network, editing booth, boom, wide shot*
- Realistic, informal dialogue
- The use of text boxes to show scripting
- The parallels between mother and son

Purpose

Knightly News can be used to introduce and reinforce the following skills:

- S** relating events in a story to students' own experiences;
- S** comparing narrative with report writing;
- S** writing a report in news format;
- S** discussing the characters' feelings;
- S** using similes and metaphors.

The Guided Reading Lesson

- S** Relating events in a story to students' own experiences
- S** Comparing narrative with report writing
- S** Writing a report in news format

Introducing the text

Ask the students if they have ever been to their parents' workplace. Discuss the people who work there, what they do, and the atmosphere in the room.

- *Who stands out in your mind? Why?*
- *Is there anyone there who is always helpful, supportive, or funny?*
- *How would you describe the workplace if it were something from the animal kingdom, a holiday destination, or a house?*
- *Is it a friendly place, somewhere you can help with small jobs; or is it hidden in mystery, a place to be seen and not heard, a place where no one seems to smile?*

Ask if anyone ever dreams of being famous.

- *What would you like to be famous for? What do you see yourself achieving?*
- *Do you think being famous would be hard or easy?*

Look at the front and back covers of the book together.

- *What is the boy behind the plant doing?*
- *What might the girl be thinking about this?*
- *Does the blurb on the back cover give you any extra clues as to what the book might be about?*

Discuss the students' suggestions and predictions about the story line.

Reading and discussing the text

Ask the students to read chapter 1 and to think about the following questions as they read:

- What do you like about the author's way of writing?
- Which words, phrases, and descriptions form clear pictures in your mind?
- Which things make you laugh? Why?

Ask the students to read to the end of chapter 2 and to make predictions.

- Scott finally has his big chance to become famous. What would you do if you were going with Carlos?

The students can read the rest of the story independently. As they read, ask them to think about Scott and his mom. Compare their situations.

- What are the similarities and differences? How do Mom and Scott support each other?
- What embarrassing situations might Scott's mom have to endure as a reporter?
- If you had to come up with a moral for this story, what would it be? (For example: "Never give up" or "We learn from our failures.")

When the students have finished reading, ask them to go back to the scripts of Scott's television reports in chapter 1. Compare these with Scott's narrative.

- How are the reports different from the way Scott normally speaks?
- What makes Scott's reports interesting and funny?
- Is this how reporters usually write about important news events?

Discuss the questions that Scott's reports try to answer – who/what/when/where/why? You could also look at some examples of news reports from a local newspaper and discuss whether the reporter has answered any or all of the questions you would expect them to.



Revisiting the Text


The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

S Discussing the characters' feelings

Brainstorm a range of situations that cause embarrassment.

- Have you ever done anything really embarrassing like Scott? How did you feel at the time? How do you feel thinking about it now?

List the students' examples on the board. Discuss how Scott coped with his embarrassments and note any similarities with the students' examples.

 The students could write a set of instructions for coping with one of the situations listed.

S Writing a report in news format

Ask the students to write a script for a television report based on a well-known fairy tale. Give them an example to begin with and look at the questions who/what/when/where/why?


"Early this morning, three victims were saved from certain death as they caught an intruder entering their dwelling. The intruder was attempting to enter the property by climbing down the chimney. When interviewed, Mr. Pork explained that the villain had been stalking them for days and had already caused the evacuation of dwellings."

 Select another fairy tale and ask the students to write a report using the following questions:

- What has occurred?
- How could you report it?
- Answer the questions who/what/when/where/why?

S Using similes and metaphors

Discuss the differences between similes and metaphors. A metaphor describes something as *being* something else, for example, "The newsroom was a beehive buzzing with activity." A simile describes something as being *like* something else, for example, "The newsroom was like a colony of ants."

 Ask the students to find the places and objects listed on the blackline master on page 64 and to write a metaphor and a simile for each one.