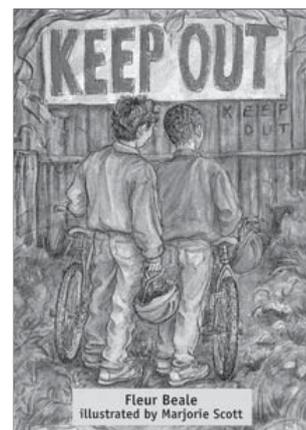


# Keep Out

by Fleur Beale

illustrated by Marjorie Scott



## Book Summary

Two boys searching for adventure discover an out-of-bounds building site and begin exploring it on their bikes. The boys encounter a range of frightening situations, including a trip to the local police station and facing up to angry parents.

## Features of the Book

- Fast-moving, action-packed story line
- The theme of breaking the rules and facing consequences
- First person narrative – orientation, problem, climax, resolution, conclusion
- The movement and emotion in the illustrations
- The use of italics for emphasis
- Colloquial language – *Nah! Let them fry; You ... are worse than slime; Life's a buzz!*

## Purpose

*Keep Out* can be used to introduce and reinforce the following skills:

- S** relating ideas and events in the text to students' own experiences;
- S** making predictions based on text and illustrations;
- S** exploring the consequences of characters' actions;
- S** discussing the author's intention;
- S** investigating the structure of an adventure narrative;
- S** comparing different authors' treatment of the same concept.

## The Guided Reading Lesson

- S** Relating ideas and events in the text to students' own experiences
- S** Making predictions based on text and illustrations
- S** Exploring the consequences of characters' actions

## Introducing the text

Ask the students whether they have ever been in a situation where they have wanted to do something but something inside them has told them they shouldn't.

- *How did you feel? What was going through your mind?*

Discuss the idea of having rules to keep you safe.

- *What are some of the rules we have in class?*
- *What are some of the rules that we have to follow on the road?*

Discuss the signs that remind us of these rules, such as street signs, traffic signs, and warning signs.

- *Why do you think we need rules and signs?*

Look at the cover of the book together and discuss the title and illustration.

- *What might the two boys be thinking about?*
- *What would you do if you saw a sign like this?*

Now read the blurb on the back cover together. Note that Bruno is faced with the opposite of the situation discussed above – when he knows he shouldn't do something, part of his brain tells him he should.

## Reading and discussing the text

Ask the students to read chapter 1 independently. As they read, ask them to think about the way that Bruno and Eduardo are talking to each other.

- *What are they trying to do?*

After the students have finished reading, discuss the way that the boys are trying to find out what the other thinks about going onto the site. Ask them to find phrases that suggest the boys are considering the fun they could have but also the consequences, for example:

For the idea

- I just had to find a way in.
- “And wouldn’t it just be the best to ride around?”
- “It would be fun.”

Against the idea

- “we’d be in big trouble if anyone found out.”
- “What if there’s a dog?”
- “scared about getting caught.”
  - *How does Bruno get Eduardo hooked on the idea of going onto the building site? (He tells him that he’s sure there isn’t a dog and then suggests that Eduardo might be scared.)*

The students can now read the rest of the story independently.

The events in the story raise a number of complex issues for discussion, including exploring the consequences of characters’ actions. You may choose to look at one of these issues with the students when they have finished reading the rest of the book or at a later session.

Possible topics for discussion are:

- Being in a situation where you know you’re in the wrong but don’t want to admit it. (page 43)
- Brat-boy’s friends ran away after the accident. If Bruno and Eduardo hadn’t been there, he probably would have died. (pages 25 and 43)
- The way that Bruno and his father deal with the aftermath of the accident. (chapter 8)

## 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 author’s intention

Review the main reasons why people write – to entertain, to inform, to put forward an argument, or to persuade the reader to accept a point of view.

- *Why do you think the author wrote this story?*
- *What can we learn from the experiences of the characters?*

 The students can use the blackline master on page 68 to record their ideas about the author’s intention and then back these up with references from the text.

### **S** Investigating the structure of an adventure narrative

Ask the students to recall the main events of the story and to create a time line.

- *How has the author written the story to make the reader want to turn the page to find out more. (In most chapters, the author has helped to build suspense by finishing with a problem to resolve or an issue to face.)*

Ask the students to find these suspense elements and write them on the time line.

### **S** Comparing different authors’ treatment of the same concept

Contrast Bruno’s thoughts about being brave (page 3) with the concept of bravery that appears in Janice Marriott’s grade 5 Orbit title *Brave As*.

