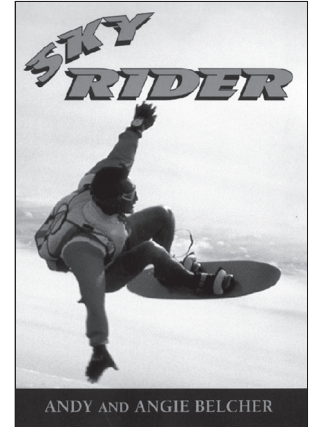


Sky Rider

by Andy and Angie Belcher



Book Summary

This informational text describes the thrills and excitement of sky surfing with extreme-sports enthusiast, Logan Shipgood. The layout of text and photographs provides a clear explanation of the process that Logan goes through to learn and perfect this unique form of skydiving.

Features of the Book

- The combination of fact and opinion
- The layout of photographs to emphasise movement
- Sequences of detailed photographs
- Procedural text
- The use of similes – *like a great, green pancake*
- Specialised vocabulary in bold type – *canopy, pilot chute, altimeter, jumpsuit*

Purpose

Sky Rider can be used to introduce and reinforce the following skills:

- S** using context clues and prior knowledge to determine meaning;
- S** distinguishing between fact and opinion;
- S** creating a glossary;
- S** exploring the use of figurative language;
- S** writing and following procedural text.

The Guided Reading Lesson

- S** Using context clues and prior knowledge to determine meaning
- S** Distinguishing between fact and opinion
- S** Creating a glossary

Introducing the text

Look at the photograph on the front cover of the book together.

- *Where is this person? How did he get there?*
- *What is he doing? What does it remind you of?*

Talk about the equipment that you can see in the photograph.

- *Is this where you would expect to see a surfboard?*
- *What kind of training and equipment would you need to do this activity?*

Discuss surfing the sea and how this might be similar to the activity shown on the cover.

- *How do you think he will get back to the ground safely?*

Read the blurb on the back cover together and ask the students to summarise it orally.

- *What additional information does it give you?*
- *Can you tell whether the book is likely to contain only facts?*

Reading and discussing the text

Look at the title page together. Ask the students to suggest words or phrases to describe how the sky rider might be feeling. Now look at the first page of chapter 1. Ask one of the students to read this aloud.

- *What do you notice about the way this book is written?*
- *Are there any facts on this page?*
- *Are there any words that tell you how the author feels?*

Ask the students to read the rest of chapter 1 independently, noting the words in bold type.

When they have finished reading, you could ask:

- *How does Logan feel at the end of his first “sky surf”? Which part of the text supports your view?*
- *What do you think he will do now?*

Discuss the words in bold type.

- *Why do you think some of the words in the book are written in this way?*

Make a list of these words on a chart and add to it during the session.

Ask the students to read chapter 2 independently and to keep looking for the words in bold as they read.

- *Why do you think the author has included this chapter?*

Ask the students to skim back through the chapter. They can add any other words in bold type that they have found to the list. Discuss the list and make sure that the students are clear about the meanings of the words. Ask them to find each piece of equipment in the photographs.

The students can now read the rest of the book independently. When they have finished, help them to complete the list of specialised vocabulary and add the heading “glossary”. Now ask the students to offer a short definition for each word, which can be written beside it. Keep the chart for other groups to use with this book.


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 Exploring the use of figurative language

The author uses a number of similes to describe Logan Shipgood’s experiences. Review what a simile is and how it can be used to paint a picture in the reader’s mind. Ask the students to scan the text for examples, such as:


- the earth was spread out like a patchwork quilt;
- The container has flaps like an envelope;
- The earth is spread beneath you like a great, green pancake;
- It’s like a battle between me and the board;
- The gloves are like rudders that help me to turn.

 The students can choose a scene in one of the photographs and write a simile to describe it.

S Writing and following procedural text

Ask the students to reread chapter 2 and to make a list of the steps that need to be followed to make sure that a jump will be safe. Make a flow chart of how Logan packs all his gear.

- *Why is order important?*
- *What would happen if he missed one of the steps?*

 The students can now write another list of steps for something that they do often, such as starting up a computer program or getting ready to play their favourite sport. When they have finished, review each student’s list and discuss and revise the order of the steps. They can use the blackline master on page 62 for their final copy.

