

# The Shooter Shrinker

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**Level 23**

## Getting ready for reading

You might ask the students: *What happens to the rubbish we make each day? Where does it go?* You might like to discuss the problems associated with the lack of tip facilities in big cities.

## Talking through the book

Give each student a copy of the book. You might say: *This is a book about how a rubbish problem was solved in a place called Snugtown.* Ask students to look at the front cover. You might ask: *What kind of book do you think this will be? What makes you think this? Do you think this book will contain factual information? Why or why not?*

Turn to page 2. Discuss how you might read a page laid out in this way. Discuss the use of headlines, illustrations and captions. Turn to page 4. Compare the layout on this page with page 2. Ask the students to revise their predictions about the type of book they think it is. You might say: *What kind of book do you think it is now? Have you changed your mind? If so, why?*

## Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

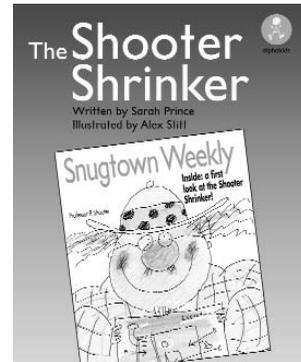
Encourage the students to support their answers with evidence from the book as they discuss these questions.

*What has Professor P. Shooter invented?*

*What does it do?*

*How do the people in the town feel about it?*

*Do the Professor's inventions always work?*



## TEXT FEATURES

- **This book is a narrative about the invention of a machine that can reduce a large pile of rubbish to the size of a pea, and its inventor, Professor P. Shooter.**
- **It is written as a magazine report.**
- **It includes features that are common to magazine and newspaper reports, such as headlines, text presented in different sizes, highlighted quotes and direct quotes.**
- **The text presents different points of view about the invention.**
- **Illustrations support and extend the text.**
- **Captions and labels add specific information to the illustrations.**

### ***Being a code breaker***

Students may like to investigate the letters used to represent the /sh/ sound throughout the book: *shooter, machine, shrinker, shrinks, rubbish, mash, invention, shrank, shrunken*.

Students may like to investigate how the form of a word changes to indicate its tense: *shrink, shrank*.

### ***Being a text user***

Discuss:

*What does 'cover story' mean?*

*What does the term 'exclusive' tell the reader about the story?*

### ***Being a text critic***

Discuss:

*Is this a true story?*

*Are all articles printed in magazines true? How can a reader know?*

*Why has the author given the characters in the book the names they have?*

## **Literacy learning centres – follow-up activities**

### **T TEXT CENTRE**

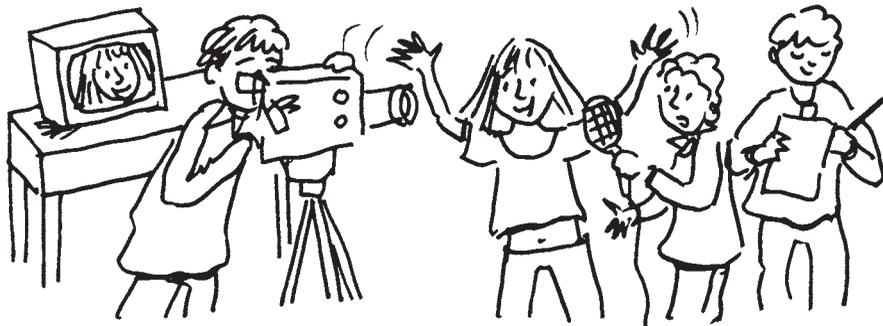
Students could complete a cloze activity.

### **✍ WRITING CENTRE**

Students could write a leaflet or pamphlet about Professor P. Shooter's next great invention.

### **🎭 INTERACTIVE LITERACY CENTRE**

Students could work in cooperative groups to retell the book as a television interview.



### **😊 WORD CENTRE**

Students could use the text and other familiar texts to explore words that change form with tense: *shrink, shrank*.

Other words to consider: *drink, think, sink*.

### **Keeping track**

Discussing students' perceptions about the truthfulness or reality of a story provides insights into their understanding about text types.