

Teacher Edition

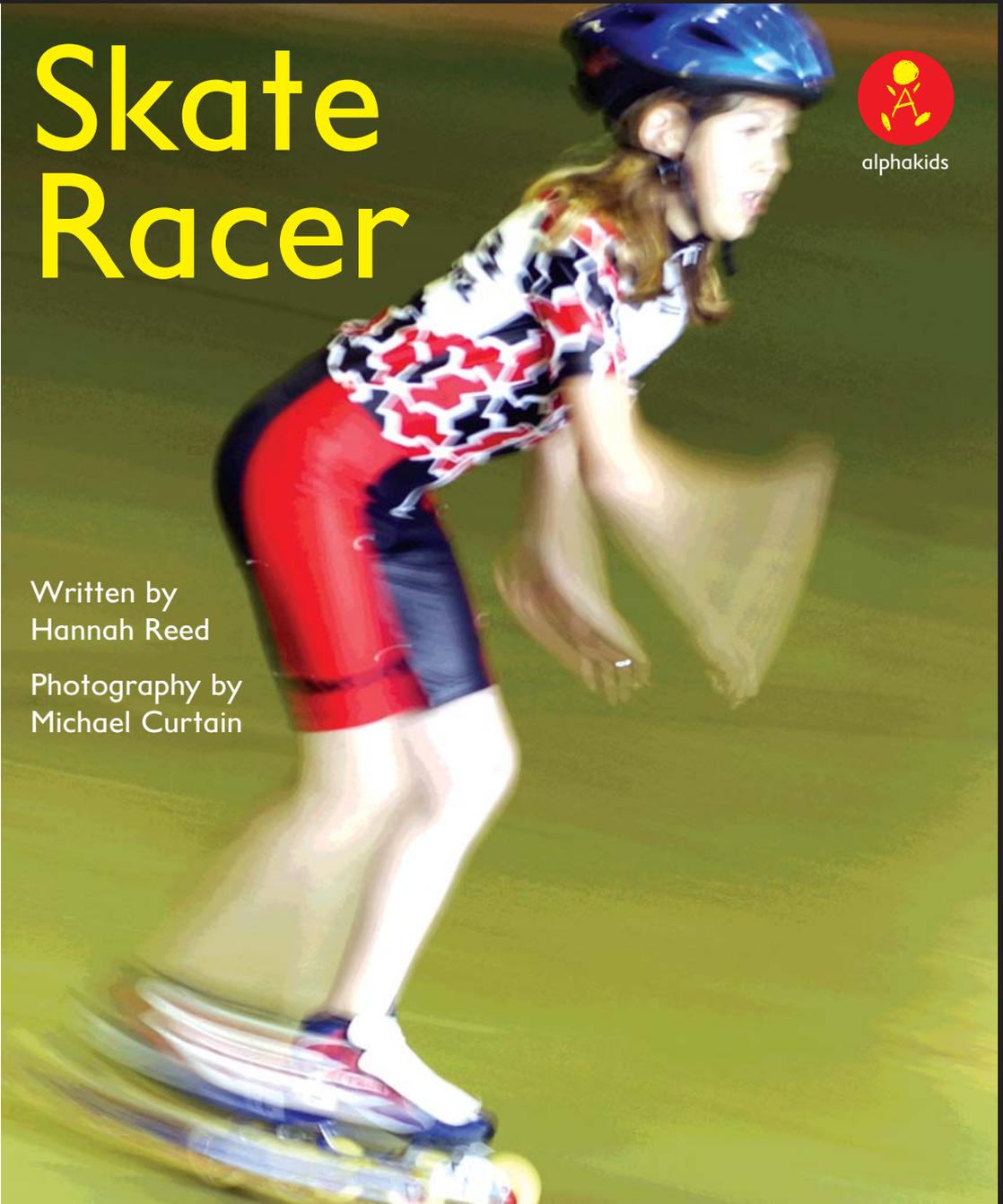
# Skate Racer



alphakids

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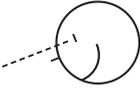
## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- The text is written in the first person
- Colour photographs support and extend the text

## Vocabulary

skate racer, roller skates, in-line skates, skating rink, coach, training, safely, racing, helmet, racing suit, championships

## Setting the context

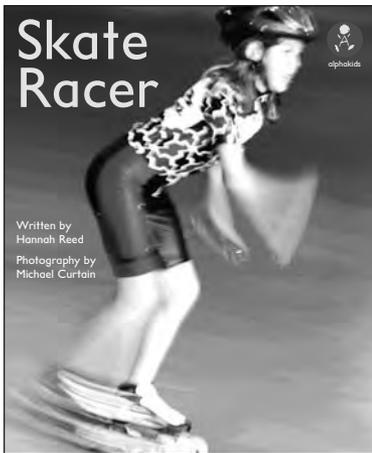
Talk about any experiences the children have of using roller skates or in-line skates. Ask: *What was it like the first time you tried to skate? What was hard to learn? What was easy? Have you ever tried going really fast when you are skating? What is this like?*

## Background information

This book is a true story. Cody lives in Melbourne and races in the Victorian skate racing competition.

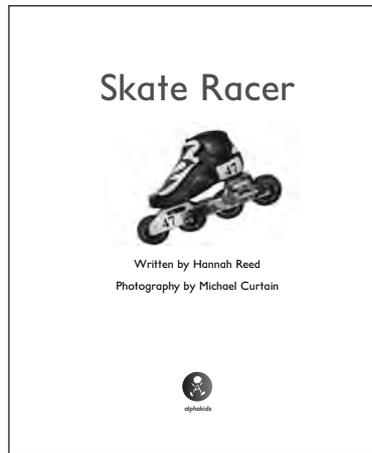
## Introducing the book

*This book is called 'Skate Racer'. It is about a girl called Cody. It tells us about how she learned to use in-line skates to become a skate racer.*



## Front cover

*This is Cody. Do you think she is racing? How does this photograph show us that she is going fast?*



## Title page

Read the title. Point out the author's and photographer's names. *Here are Cody's racing skates. Why do they have number 47 on them?*



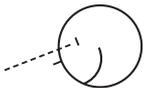
## **Talkthrough**

Look at pages 2 and 3.

*This book is written as if Cody is talking to us. This is called writing in the first person. Cody tells us her name, how old she is and that she is a skate racer.*

Turn to page 4.

*Cody tells us how she learned to skate. At first she had old roller skates and practised in the backyard. Then she got some in-line skates and went to the skating rink. What is a skating rink?*



## **Observe and support**

Does the child read the text with expression?

*Can you read the story so that it sounds like Cody talking?*



My name is Cody.  
I am ten years old.  
I am a skate racer.



I started skating with an old pair  
of roller skates in my backyard.  
When I started I wasn't very good  
but then I started to get better.

So my mum bought me a pair  
of in-line skates and took me  
to the skating rink.





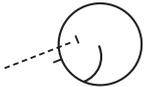
## **Talkthrough**

Look at the photographs on page 6.

*Why are the photographs all blurry? What does this tell us about how Cody is skating?*

Read the text on page 7.

*Why does Cody like the skating rink better than her backyard? What does the coach of the skating team say to Cody?*



## **Observe and support**

Can the child use their knowledge of letter/sound relationships to support their reading?

For example, if they cannot read the word ‘faster’:

*What letter does the word start with? What sound might it make? Can you think of a word that starts with ‘f’ that would fit there?*



I liked skating at the skating rink because I could go faster than in my backyard.

The coach of the skating team saw me skating one day.

'I think you could be a good skate racer,' he said.

So I started training.



## **Talkthrough**

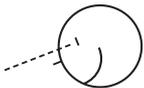
Look at pages 8–9.

*What is Cody learning to do at training? Why would she need to learn to fall over safely?*

Turn to pages 10–11.

*What does Cody do to get ready to race?*

*Why does Cody clean her skates?*



## **Observe and support**

Can the child support their understanding of the text with direct evidence from the page?

*Why did Cody clean her skates before the race? Where does the book tell you this?*

If the child has difficulty ask them to read the text again.

At the end of each sentence ask:

*What did you learn about skate racing in that sentence?*

*Does that help you to know why Cody cleaned her skates?*

Training was fun.  
I learned how to be a skate racer.  
I learned how to fall over safely.



I also learned how to start quickly.  
After a few weeks I was ready to start racing.



Mum helped me to get ready for my first race.  
She showed me how to clean all the parts of my skates.  
Clean skates help you to skate faster.



I put on my helmet and my racing suit.  
Now I was ready to race.



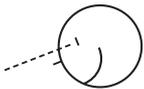


## **Talkthrough**

*Cody describes her first race. What did she feel? Did she win? Cody tells us in her first race she didn't know how to pass other people.*

Have the children look at the photographs.

*What do the photographs tell us? Why did the publisher put the photographs in this order?*



## **Observe and support**

Can the child correct errors when they occur?

*Check that you have read the right words. Where is your mistake?*

I was very scared but it was really good fun.

I didn't win because I was too scared to pass other people in the race.

I had to learn to pass other people.



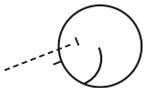


## **Talkthrough**

*Cody practised really hard and went in the state championships. How do you think she did? What is she holding?*

Turn to page 16.

*Here Cody tells us all the things she likes about skate racing. What do you think she likes best?*



## **Observe and support**

Does the child use contextual information to understand the meaning of new vocabulary?

Point out the word 'championships' on page 15.

*What does the word 'championships' mean? How did you work that out?*



I practised really hard and I got better and better at racing. I started to win lots and lots of races.

Last year I came second in the skate racing championships.



I like skate racing. I like going fast and I like winning races. And I like the friends I make while I'm racing.

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### **Being a meaning maker**

Encourage the children to support their answers with evidence from the book as they discuss these questions:

*How did Cody learn to skate?*

*Why do you think the skating coach asked Cody to join the skating team?*

*Why did Cody need to learn to fall over safely?*

*Is skate racing a safe sport? Why do you think that?*

### **Being a code breaker**

Children may like to explore the following language features:

- Words with the rime 'ate': skate, date, fate, gate, hate, late, mate, rate.
- Words with the long /a/ sound: came, skate, racing, make, name, skating, racer, training, safely.

### **Being a text user**

*What kind of book is this? How do you know?*

*What did you learn about becoming a skate racer by reading the book?*

*What else would you need to know to be a skate racer?*

### **Being a text critic**

*Do all girls get to learn to skate?*

*What did the author need to find out to write this book?*

*What does the author think of skate racing? Do you agree?*

## Responding to text



Children could write a recount about something that they have learned to do. This could be illustrated and compiled into a class book, 'Learning to do things'.



Children could work in pairs to practise and perform a mock interview with Cody. Encourage children to think about the questions that the author of 'Skate Racer' might have asked Cody to find out how she learned to skate.



Make lists of words from the book with the phoneme /ar/, grouping the words in the following way:

<b>ar</b>	<b>a</b>
start	fast
arm	after

## Assessment

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Can the child:

- Explain what new information they learned?
- Explain why some photographs in the book are blurred?
- Recall the sequence of events in the book?
- Provide an opinion about whether all children would like to become skate racers?



whole text activity



sentence activity



word activity

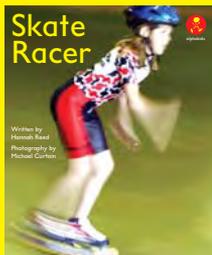
## Writing links

### Shared writing

Recounts present a sequence of events and usually finish with a personal comment: 'I like skate racing...'. Discuss a recent excursion. Talk about how the excursion had a particular order of events. Make a writing plan with the children. What did we do first? What did we do next? What comment will we make at the end?

### Independent writing

Children could write a recount about something that they have recently experienced.



## Teacher Edition

**Topic:** Leisure

**Curriculum link:** Health and Physical Education

**Text type:** Recount

**Reading level:** 16

**Word count:** 267

**Vocabulary:** skate racer, roller skates, in-line skates, skating rink, coach, training, safely, racing, helmet, racing suit, championships

### Possible literacy focus

Using a text to learn about a new area of interest: skate racing.

Interpreting visual devices such as the use of blurred photographs to imply movement.

### Summary

This book is a recount about how a ten-year-old girl called Cody learned to become an in-line skate racer.

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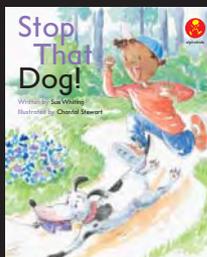
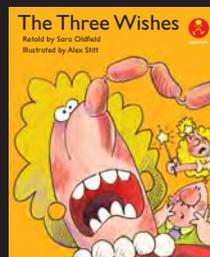
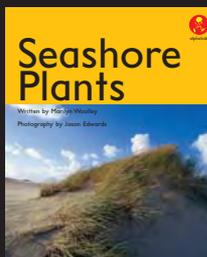
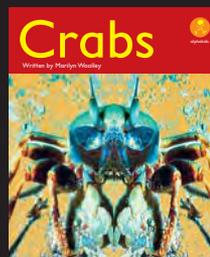
## Other books at this level

Animals

That Sting

Written by Claire Savvy

Photography by Garry Lewis



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