

Toocoool Rodeo Cowboy

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Illustrated by Craig Smith

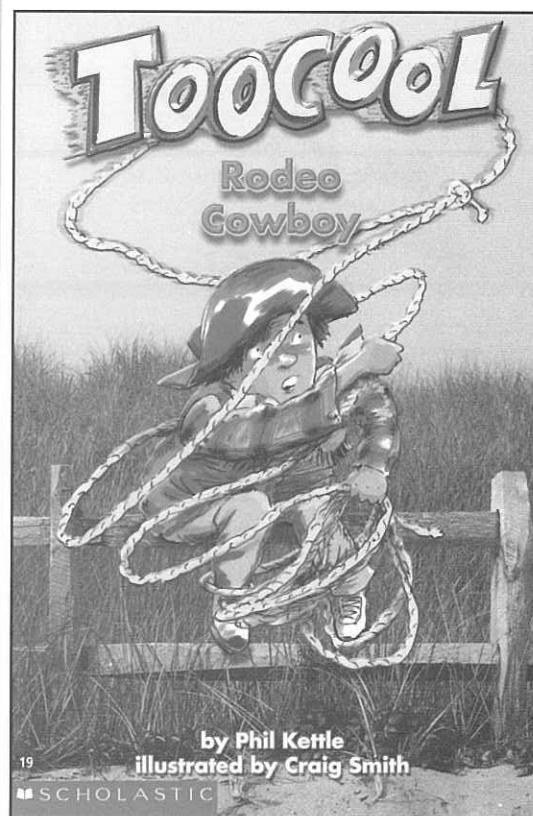
Assessment outcomes

Students will be encouraged to:

- A1 identify ways that authors construct meaning, such as using similes, idioms, dialogue, rhyming slang, and short and long sentences;
- A2 identify the field knowledge used by the author;
- A3 make informed predictions about the text;
- A4 comprehend the underlying meaning of the text;
- A5 respond critically to written texts.

Getting to know COOL

- Visit the website (<http://www.friendsofrodeo.com/aboutrodeo.html>). What does this website tell you about rodeos? Who do you think wrote this article? Why did they write it? What does the writer want us to think about rodeos?
- Discuss the need to read critically and assess all material in terms of who wrote the text, why and how they want to position the reader. A5
- In pairs get the students to complete the Rodeo Quiz on pages 40–43.
- Provide each student with a dictionary. The teacher calls out the following words and sees who is the fastest to find the word and read its meaning—‘outback’, ‘trough’, ‘lasso’, ‘rodeo’, ‘snorted’, ‘cattle station’, ‘cowboy’, ‘manure’, ‘treat’.
- What information would the author need in order to write *Rodeo Cowboy*? List all the sources of information that the author may have used to write this book.



CHAPTER ONE Toocool Ranch

Active reading

1. What's COOL?

- The first chapter is called 'Toocool Ranch'. What is a ranch? Predict what you think this chapter will be about. **A3**
- Toocool says that Uncle Buck is a real cowboy. Do you think he is? List the evidence you have for this. Consider the text and the illustrations.

2. That's COOL!

- The author has used a simile when he writes: 'Uncle Buck stood as tall as a tree.' A simile is when one thing is compared to another using the words 'like' or 'as'. Ask the students to identify other similes used by the author. **A1**
- Authors create pictures in their readers' minds. What pictures are in your mind as you read this chapter? How does the author create these pictures?

3. Let's be COOL!

- Uncle Buck says that he is going to teach Toocool and Spike to be cowboys. Can you predict the sorts of things he will teach the boys? **A3**
- Have a cowboy/girl dress-up day. List the clothes that cowboys/girls wear. Encourage students to bring some clothes from home.

4. COOLing off

- Ask the students to talk about their favourite relatives. Have they got a favourite person in their family? Ask the students to develop a character profile for this person describing what they look like, their favourite foods and activities and the things that make them special. **BM 1**

CHAPTER TWO Howdy Cowdy

Active reading

1. What's COOL?

- Why is this chapter called 'Howdy Cowdy'?
- 'Howdy Cowdy' is rhyming language. So is 'silly billy', 'fat cat' and 'easy peasy'. Can you think of some more rhyming language? **A1**
- Encourage the students to use rhyming language in their writing.

2. That's COOL!

- Where did Spike and Toocool have a wash? Why did they do this?
- Were the boys relaxed when Uncle Buck cracked the whip?
- How did you find the answers to these questions? A4

Key words to discuss

trough

lasso

natural

3. Let's be COOL!

- How does the tack on a rodeo horse differ from that used in everyday horse riding? Does a rodeo rider have reins and a saddle? Draw and label two horses and the appropriate tack that a rodeo horse and a horse use for everyday riding. BM2

4. COOLing off

- Have the students think about a time they have practised a skill for a long time. Why did they want to be successful with the skill? What helped them learn the skill? How did they know when they were ready to perform the skill?
- Allow the students to draw a picture of themselves performing the skill they practised. Ask them to add a caption telling how they felt when they finally performed the skill.

CHAPTER THREE Lasso Power

Active reading

1. What's COOL?

- Look at the illustrations and predict what you think is going to happen.
- Write a sentence for each illustration.
- Read the text and compare your predictions. Do the illustrations carry the full meaning? A3

Key words to discuss

twirled

pawed

ducked

crashed

2. That's COOL!

- Toocool is telling this story. We know this because he keeps saying 'I'. We call this telling a story in the first person.
- Have the students select two pages from the chapter and write them in the third person.

3. Let's be COOL!

- In pairs, have the students 'read' the illustrations from Dog's point of view.

CHAPTER FOUR Bucking Broncos

Active reading

1. What's COOL?

- Organise a debate about whether bulls should be used in rodeos. One side could support the riding of bulls and the other side could oppose it on animal welfare grounds. Information gained in 'Getting to know COOL' may be useful.

2. That's COOL!

- Ask the students to draw a bull (refer them to Toocool's bull on pages 34-35). Have them surround their bull with describing words.
- Encourage students to write an acrostic poem about a bull using 'Spike' or 'Toocool'.

Key words to discuss

rodeo

farmhands

stockyard

3. Let's be COOL!

- Tape a short segment of a radio announcer calling a horse race. Play it to the students and discuss the words that are used, and the speed and tone of the announcer's voice.
- In groups of four, ask students to tape their own calling of a bucking bronco ride.

4. COOLing off

- Toocool looked in the mirror and thought that he was the best-looking cowboy ever. Why do people use mirrors? Who uses mirrors more, adults or children. Are there jobs where mirrors are needed?

CHAPTER FIVE Sitting Tight

Active reading

1. What's COOL?

- See if students can wink with both eyes or only one. What does it mean if someone winks at you? Why do people wink?
- List the situations in which it would be appropriate to wink.
- What other body language do people use?

2. That's COOL!

- Discuss writing in a diary. What sort of things do people write in a diary? Is it OK to use slang in a diary? Should you read another person's diary? Why? Why not?

- What do you think Spike wrote in his diary about the Rodeo Championship? Write a brief diary entry for Spike. Try to use the language that Spike would use.
- Share students' diary entries. Which one sounds the most like Spike wrote it? Why does it sound like Spike?

Key words to discuss

bucking

throw

championship

3. Let's be COOL!

- An idiom is a saying that is peculiar to a particular country, group of people or person. 'Honest-to-goodness' is an idiom used in many countries. What does it mean?
- List as many idioms as you can.

4. COOLing off

- Toocool likes to be the centre of attention. He thinks that he is so famous that everyone in the world knows him. Some people like to be the centre of attention. Some people are more private and do not like to be noticed. What sort of person are you?

Who's COOL?

Literacy activities to respond to the text

- Ask the students to write Uncle Buck's diary entries for one week in his life on the cattle station.
- Create a fact file about bulls. Search the library, farming magazines and the internet.
- Rodeo animals need to be looked after. Whose responsibility is this? Make contact with your local animal welfare organisation, such as the RSPCA, and find out what the rules are.
- In outback Australia there is not the access to the usual entertainment that exists in the city. Rodeo riding is entertainment. Explore other entertainment ideas in the outback. Compare these to entertainment in the city.

BM 1 You're So Cool

My coolest relation is



Appearance



Favourite food



Favourite sport



Hobbies

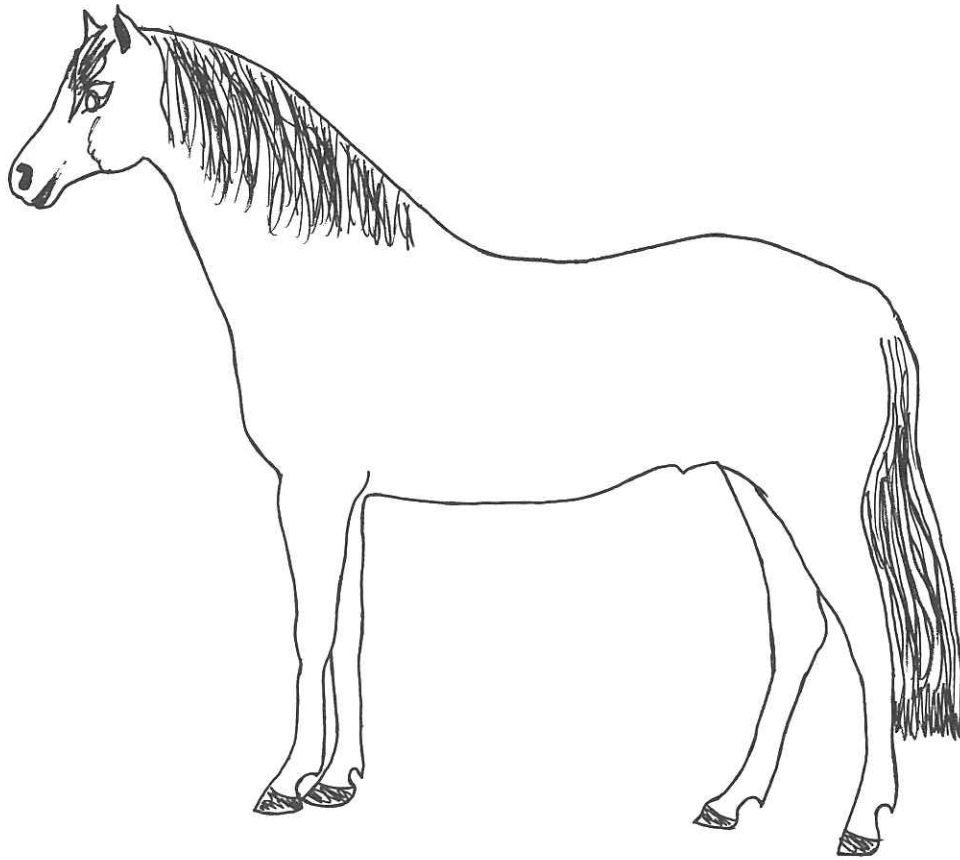


Why they are special

My Drawing of

BM 2 Ride 'em Cowboy/Girl

A horse ready to be ridden by me.



A horse ready to be ridden at the rodeo.

