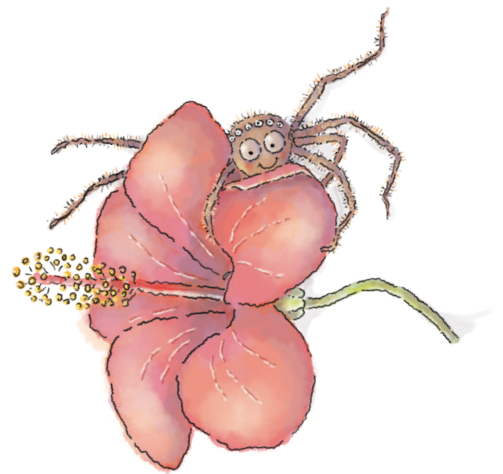


BORIS Goes Berserk

By Robert Favretto and Janice Bowles
Target Audience: Younger readers, 5 +



Teacher's Notes

Synopsis:

Boris the huntsman wants his dinner! But Dad has other plans. Join in the family fun as Boris and Dad battle it out throughout the house.

About the author:

Robert Favretto lives in the Melbourne coastal hamlet of Safety Beach on the Mornington Peninsula. He works as a primary school teacher during the day and as a children's author at night. He enjoys writing exciting, amusing and action-packed stories as a way to attract young readers.

Also by Robert Favretto

- ❁ Morphing Murphy *Ford Street Publishing*
- ❁ Gorski's Bitemare *Ford Street Publishing*
- ❁ Home of the Cuckoo Clock *Ford Street Publishing*
- ❁ CAT-astrophe *Morris Publishing Australia*
- ❁ CAT-apult *Morris Publishing Australia*
- ❁ On the Nose *Morris Publishing Australia*
- ❁ Leonardo's Spot of Trouble *Blake Education*
- ❁ Lost for Words *Limelight Press*

For more information visit: www.facebook.com/robertfavrettoauthor

About the illustrator:

Janice Bowles is a Sydney-based illustrator and graphic designer whose life has revolved around creating books and images. Besides picture books, she has illustrated magazines, graded readers and educational series for publishers in Australia and the USA. She likes to illustrate with a light touch and some humor. She has recently written and illustrated a guide to early breast cancer.

Author's inspiration:

Many people cringe at the thought of huntsman spiders. However, I believe that there is little to fear and lots to love about them. Like Boris, they're probably more scared of us than we are of them. Huntsman spiders are the perfect house-guests and are very useful in controlling flies, mosquitoes and cockroach numbers. I hope this story shows that they deserve our respect and a place alongside koalas and kangaroos as iconic Australian wildlife – even if they aren't cute and cuddly.

Themes:

- ❁ Humor
- ❁ Fear (Arachnophobia)
- ❁ Bravery
- ❁ Respect
- ❁ Resilience
- ❁ Problem Solving

Key points:

- ❁ A fun and engaging rhyming story that promotes key reading skills.
- ❁ Humorous illustrations by Janice Bowles.
- ❁ Explores fear from both a human and spider's perspective.
- ❁ Highlights themes of problem solving, resilience and facing your fears.
- ❁ Encourages a healthy respect for spiders.

CLASSROOM IDEAS: DISCUSSION QUESTIONS & ACTIVITIES

The following teaching points and activities are based on the Australian Curriculum and are generally applicable to the story's intended audience.

AUSTRALIAN NATIONAL CURRICULUM ENGLISH Content Descriptions					
FOUNDATION		YEAR 1		YEAR 2	
ACELA1429	ACELT1783	ACELA1444	ACELT1581	ACELA1461	
ACELA1432		ACELA1447	ACELT1586	ACELA1462	
ACELA1439		ACELA1449	ACELY1660	ACELA1463	
ACELA1786		ACELA1451	ACELA1787	ACELT1591	
ACELT1575		ACELA1452	ACELT1832	ACELY1665	
ACELT1577		ACELA1458		ACELT1833	
ACELT1578		ACELT1581			
ACELT1579		ACELT1582			
ACELT1580		ACELT1584			

ENGLISH

Before reading

- Prior to reading *Boris Goes Berserk*, examine the cover, title and back cover blurb. What do you think the book is about and why?
- How do the colours make you feel?
- Can you identify and name the spider shown on the cover? Have you ever seen a real huntsman spider? How did you feel and react? Why?
- Is this a real or imaginary story?
- What characters do you think might be in the story?
- Ask students to identify who the author and illustrator are.

During reading

- Identify and list the themes in *Boris Goes Berserk*
- Describe some of the emotions felt by various family members regarding Boris.
- Are there any ways that you can identify with any of the characters?
- How do you think this story is going to end?
- Has anything like this ever happened to you before?
- Do you know someone in your life who is like one of the characters?

After reading

- What is the main message of *Boris Goes Berserk*?
- What did you like or dislike about the story?
- What was the author's purpose? How do you know this?
- Was there a problem to resolve in the story? If so, how was it fixed?

- Have your feelings about any of the characters changed? How?
- How did this story make you feel?
- How would you feel if the problem in the story happened to you?
- Did the ending surprise you? Why or why not?
- Would you recommend *Boris Goes Berserk* to someone else to read? Why or why not?
- What were your favourite pages?
- What questions do you have for the author or illustrator?

Rhyme

Write the following words on your whiteboard: **spluttered** and **cluttered**.

- Ask children if they can tell you what each word has in common.
- Underline the 'ed' in each word and point out that it makes the same sound at the end of each word. Now ask if anyone can tell you the name for words like these.
- Write the word **rhyme** on the whiteboard and ask if anyone can think of other examples in *Boris Goes Berserk* that fit this pattern.
- Make a column for all the words that end in 'ed' and write down **spluttered**, **cluttered**, **started** and **faint-hearted** etc, as the students say them. Make another column for the words that have the same sound endings but are spelled differently, such as **ceiling** and **feeling**.
- Ask older students to find as many words as they can that rhyme with the word **squeal**. Ask younger students to come up with as many words as possible for an easier word, such as **cat**.

Words that don't rhyme

- Make a list for the words that don't rhyme with another word.
Hint: there are many words that don't rhyme with another word, *orange* being the most famous. Others include *silver*, *purple*, *ninth*, *month*.

Words and images

- What do you notice in the pictures?
- Do the words exactly match what's happening in the illustrations?
- Do the pictures add new information to *Boris Goes Berserk*?
- Explore how the combination of print and images in texts creates meaning.

Plot, character and setting

- Identify whose point of view (POV) the story is written in.
- Attempt to write the story from the spider's point of view.
- Discuss how the plot develops including: beginning (*orientation*), how the problem (*complication*) is introduced and solved (*resolution*).
- Ask students to come up with ideas about what might happen next in the story if it continued past the last page.

Making connections

- Ask students to discuss what they think of *Boris Goes Berserk* and how it relates to their feelings and emotions about familiar experiences and memories.
- Compare other characters from books and films that have similar themes to *Boris Goes Berserk* or to their own experiences. Do they have a favourite? Why?

AUSTRALIAN NATIONAL CURRICULUM SCIENCE Content Descriptions

FOUNDATION	YEAR 1	YEAR 2
ACSSU002	ACSSU017AC	ACSSU044

SCIENCE

Students look at stimulus pictures and videos of spiders

- **What do spiders need for survival?**
Discuss the basic needs of living things and relate these to spiders. Most spiders are carnivores and enjoy eating a variety of insects like flies, cockroaches, earwigs, fleas, mosquitoes, moths, and ants. Many will also eat other spiders!
<https://study.com/academy/lesson/what-do-spiders-eat-lesson-for-kids.html>
- **What are the physical features and characteristics of spiders?**
Unlike an insect, the spider's body is in two sections. The head and thorax, bearing the eyes, mouthparts and legs are fused together to form the **cephalothorax**. This is joined by a slim waist (pedicel) to the second body section, the **abdomen**, on which are found the silk spinning organs (spinnerets), the reproductive openings and the breathing organs (book lungs and/or tracheae)
- **Can you describe the life cycle of a spider?**
Spiders are arachnids – animals with eight legs and two body parts. There are about 40,000 known kinds of spiders and they live on every continent on Earth. Although there are many different kinds of spiders, they all share the same life cycle. A life cycle is the stages and changes a living thing goes through from the time it's born through adulthood. During their life cycle, spiders go from egg to spiderling to adult.
<https://study.com/academy/lesson/life-cycle-of-a-spider-lesson-for-kids.html>

VISUAL ARTS

- The illustrations on some spreads take up the entire page whilst illustrations on other spreads only take up a single page. Find examples of these and discuss why you think they were illustrated in this way.
- How is colour used in this book to convey **mood, setting and character**?

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Reading Comprehension

Read the story, then answer the questions in complete sentences.

1 Why did Annabelle scream at the beginning of the story?

2 How did Dad react when Boris slipped inside his jacket?

3 What did Mum do when the spider crawled up her leg?

4 Where did Boris hide when the broom snapped?

5 Who stared at Dad with all eight eyes?

6 When Dad's plan to get rid of Boris failed, what did the kids do?

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Word Search

Find the words. They can go forwards, backwards, up, down or diagonally.

A	N	N	A	B	E	L	L	E	N	E	B	X	W
C	A	B	S	O	E	B	R	O	O	M	L	E	I
L	D	I	B	R	D	A	D	O	P	L	O	U	N
E	A	Z	G	I	B	J	D	O	C	W	W	Y	D
A	N	D	U	S	T	I	X	Y	O	A	F	L	O
N	C	R	E	E	P	Y	M	U	M	R	L	D	W
H	E	C	E	R	E	T	T	U	L	C	Y	N	Q
S	A	T	F	M	H	O	K	R	A	E	F	I	U
A	D	W	I	I	E	D	O	L	P	X	E	P	S
L	X	R	N	E	T	H	G	I	R	F	Y	S	I
F	G	A	S	P	A	E	P	A	C	S	E	T	R
C	A	R	T	W	H	E	E	L	J	O	S	S	U
T	E	S	U	O	H	X	Y	R	I	A	H	C	M
M	H	U	N	T	S	M	A	N	G	V	L	U	S
J	O	C	K	S	L	O	U	N	G	E	S	T	M
L	F	U	E	I	T	E	L	F	L	N	K	T	U
U	L	Y	S	H	N	Y	Z	O	E	S	O	L	U
I	G	A	G	E	W	D	E	K	O	P	O	E	C
W	Y	R	W	S	T	N	A	P	M	G	N	J	A
S	P	I	D	E	R	M	A	E	R	C	S	D	V



ANNABELLE	ESCAPE	MUM
BEN	EYES	NOOKS
BORIS	EXPLODE	PANTS
BEADY	FEAR	POKED
BIG	FLASH	SCREAM
BLOWFLY	FRIGHTEN	SCUTTLE
BROOM	GASP	SPIDER
CARTWHEEL	GRIM	SPINDLY
CLEAN	HAIRY	VACUUM
CLUTTER	HOUSE	WALL
CRAWL	HUNTSMAN	WINDOW
CREEPY	JIGGLE	
DAD	JOCKS	
DANCE	KIND	
DOOR	LOUNGE	
DUST	MOUSE	



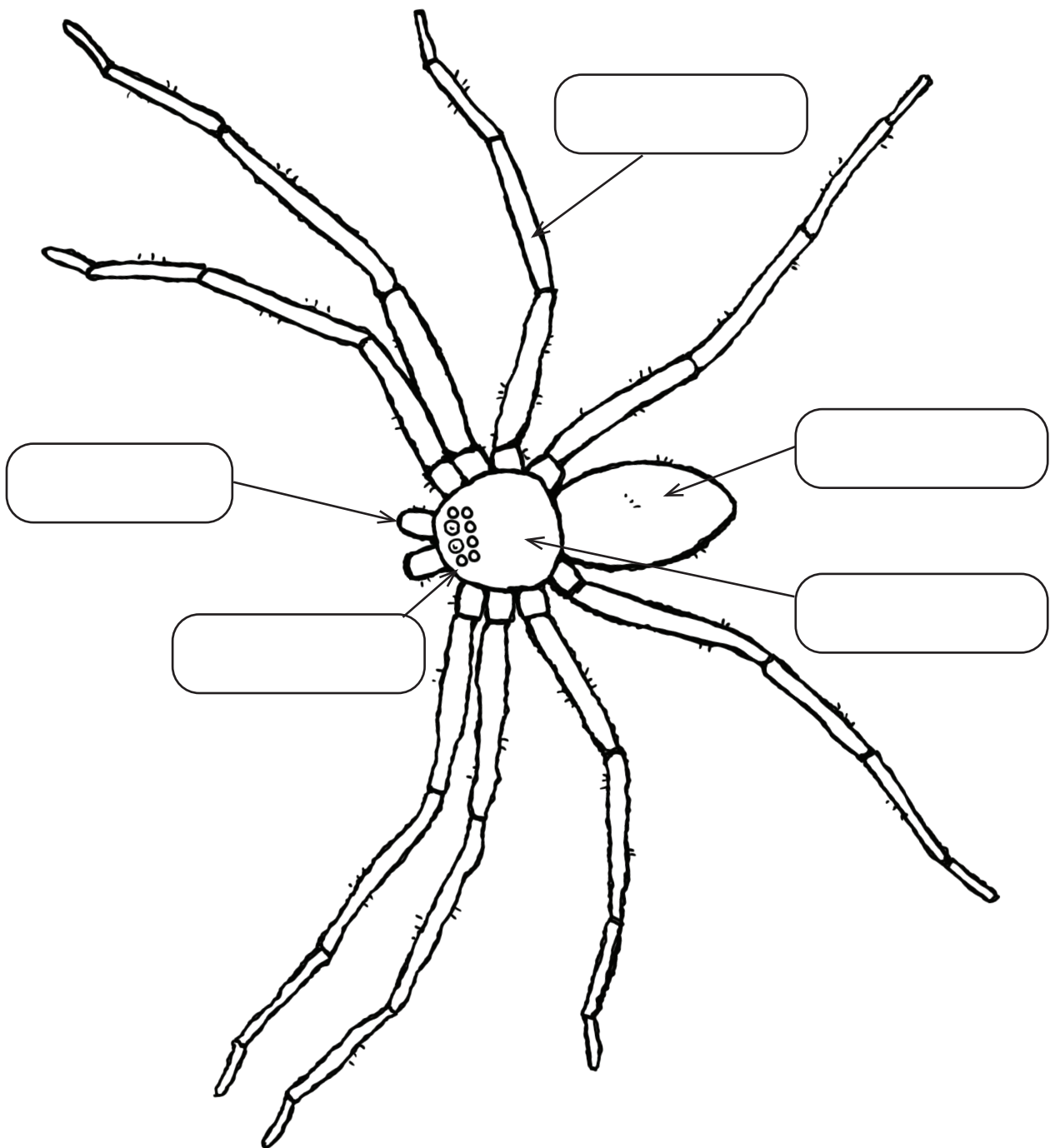
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A Huntsman Spider

Name the body parts of this spider, using the words below.

eyes legs abdomen head fangs



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Story Retell



Remember and retell the different parts of the story.

1 **Setting** When and where did the story take place?

2 **Characters** Who were the characters in the story?

3 **Problem** What was the problem that needed to be resolved?

4 **Events** What happened in the beginning, middle and end of the story?

5 **Resolution** How was the problem fixed or resolved?
