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TEACHERS' RESOURCE KIT

Showtym Adventures: Cameo the Street Pony Kelly Wilson

The second book in an exciting new junior fiction series, and a sequel to *Dandy, the Mountain Pony*, and the Wilson Sisters' adventure continues with the challenge of training a street pony into a show pony!

When nine-year-old Kelly Wilson outgrows her pony, her mum surprises her with a beautiful steel-grey mare that she spotted trotting down the street, tied to the back of a truck. But there's a catch. Cameo has never been ridden! While her sisters Vicki and Amanda are jumping higher than ever before, Kelly must face her fears on an untested pony. Will Cameo ever be ready for competitions? And will the girls' ponies hold their own against the purebreds at the Royal Show?



Born in Whangamata, Kelly Wilson relocated to Northland with her family at the age of five. Having grown up around horses, she competed in show jumping to Pony Grand Prix level, before focusing on her creative talents. She won a scholarship to Auckland University of Technology and graduated in 2009 with a Bachelor of Graphic Design, minoring in Photography.

She is the author of three bestselling adult books, *For the Love of Horses*, *Stallion Challenges* and *Mustang Ride*, as well as a children's picture book, *Ranger the Kaimanawa Stallion* and a junior chapter book series Showtym Adventures.

With her sisters Vicki and Amanda, Kelly has starred in a TV series, *Keeping up with the Kaimanawas*, which follow their work taming New Zealand's wild Kaimanawas.



SPECIFICATIONS:

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Format: Paperback
Extent: 174 pages
Readership: 7-10

RESOURCE KIT CONTAINS:

- Before reading
- Themes & setting
- Language & features
- Structure & narrative
- Characters
- Comprehension questions
- Illustrations
- Creative Responses



***Cameo, the Street Pony* by Kelly Wilson – Teacher Notes**

Before Reading:

1. What does the cover picture indicate about the book's content?
2. When and where might the story be set?
3. What does the title suggest to you?
4. Read the author's dedication. If you wrote a book, to whom would you dedicate it and what would the dedication say?
5. Read the author's letter to the readers. If you were to write a letter about yourself and how you hoped to inspire others, what would it say?
6. As a class, discuss what you know about ponies.

Themes & Setting:

1. Discuss the following themes and find examples from the book which illustrate each:
 - a. family relationships and friendships
 - b. love of and caring for animals
 - c. courage and strength
 - d. practise and competing
 - e. resilience and perseverance
2. What do you think is the main theme of the novel? Write about your choice using examples from the book.
3. Discuss where you think the book is set. Back your opinion with examples from the book.

Language features, structure and narrative:

1. What do you think the genre of this book is? List the aspects that are indicative of this genre.
2. The narrative of the book is in the third person. Why do you think the author chose to do this? Is it effective? Choose a passage about one of the main events of the book. Rewrite the passage as a first person narrative, such as a monologue, diary entry or a letter to a loved one by a person featured in the book, for example, Kelly or her mum. Present your monologue, or read your diary entry or letter aloud, to your class.
4. Figurative language, such as simile and metaphor, is used to convey ideas that might otherwise be difficult to express. Examples of these are: 'as pretty as a picture' (p. 20) and 'her tummy was filled with butterflies' (p. 46). Find more examples from the book.
5. The author uses animal imagery in some similes, for example, 'as quiet as a lamb' (p. 18). Think of ten other animals and create a simile for each.

6. The author uses nature imagery in some similes, for example, 'as green as grass' (p. 23). Write a poem about nature using three similes.

7. This novel contains some words you may not be familiar with. Find out what these words mean and create a glossary for the novel. You may like to add other words from the novel that are new to you.

- a. docile (p. 25)
- b. remorse (p. 38)
- c. hazardous (p. 39)
- d. adamant (p. 49)
- e. impeccably (p. 63)
- f. weathered (p. 77)
- g. prestigious (p. 95)
- h. immaculately (p. 117)
- i. exquisite (p. 118)
- j. frantic (p. 120)
- k. chaotic (p. 141)
- l. commotion (p. 142)
- m. agitation (p. 142)
- n. savour (p. 151)

8. There is a lot of horse-related vocabulary in the book. Define the following words:

- a. hands (p. 16)
- b. stockings (p. 18)
- c. blaze (p. 18)
- d. hooves (p. 19)
- e. stallion (p. 24)
- f. trot (p. 32)
- g. canter (p. 32)
- h. jodhpur boots (p. 37)
- i. halter (p. 38)
- j. saddle (p. 38)
- k. bridle (p. 38)
- l. withers (p. 62)
- m. gelding (p. 73)
- n. bit (p. 87)
- o. reins (p. 87)
- p. oxer set (p. 89)
- q. chestnuts (p. 125)
- r. steeds (p. 130)
- s. browbands (p. 131)
- t. mare (p. 142)
- u. palomino (p. 142)

Characters:

1. Think of three adjectives to describe each of the following characters: Kelly, Vicki, Amanda and Leah.

2. Choose an important event from the novel and describe Kelly's reaction to it.

3. What do you think Kelly learns over the course of this novel? How do you think she has changed by the end of the book? How do you think her view of herself and her personality traits have changed?
4. What are the different pressures on Kelly throughout the novel? What factors lead to the decisions she makes and how does she cope with the situations she finds herself in?
5. What does the novel say about friendships and/or family and their importance during difficult times? List examples of episodes when friends and/or family are either a help or a hindrance to Kelly.
6. Do you think Kelly is a realistic character? Why or why not?
7. Do you think Kelly, Vicki and Amanda have a realistic sibling relationship? Do you believe that their relationship, as well as their relationship with their friends and family, develops and changes though the book? If so, list what these changes are and the main events which contribute to the development?
8. Which character do you particularly like or dislike? Why?
9. Which character do you most identify with? Why?
10. Read the 'Characters' section (pp. 160–162). Note down any new information it tells you about the characters from the book.

Comprehension/Close Reading Questions:

1. Where has Mum been and for how long (pp. 13–14)?
2. How much did Mum pay for a pony which 'she has only seen from a distance' (p. 16)?
3. How big is the new pony (p. 17)?
4. How many white stockings does the new pony have (p. 18)?
5. Why does Mum think Kelly should have the new pony (p. 19)?
6. What had Mum forgotten to mention about Cameo (p. 20)?
7. Why does fear fill Kelly's stomach (pp. 21–22)?
8. What signs does Cameo show when she is being asked to do new things (pp. 24–25)?
9. What does Kelly write on her list of things that Cameo needs to know (p. 26)?
10. Why does Kelly wish she could be as brave as her sister Vicki (p. 29)?
11. Why did Amanda's pony shake his head, which made her fall off (p. 30)?
12. Why does Kelly run in front of Cameo when Vicki is training her (p. 33)?
13. Where are three of the places the sisters' took Cameo while playing 'Follow the Leader' (pp. 37–38)?
14. Why does Vicki want a sleep-in on a Saturday morning (p. 38)?
15. How long had Cameo been at their property before Kelly could imagine riding her for the first time (p. 41)?
16. What plants are poisonous to horses and what do the girls do about them (pp. 42–43)?

17. What do the girls do to celebrate Cameo and Vicki finishing the list (p. 44)?
18. Why does Cameo jig-jog and toss her head when Kelly first rides her (p. 48)?
19. Why does Kelly jump the log (pp. 50–53)?
20. How do the sisters pass the time in the car on the long drive to Ribbon Day (p. 58)?
21. How long had it been since Dandy had been running wild (p. 59)?
22. What is School Pony class a throwback to (p. 61)?
23. Why is it so special for the sisters when Cameo wins her first class (p. 66)?
24. Which magazine is Leah featured in (p. 69)?
25. What does Leah say about Showbiz's size and personality (p. 73)?
26. What causes Nana to feel so alive again on the beach (p. 80)?
27. What does Uncle Simon, Dad and Grandad make as a surprise for the girls (pp. 82–84)?
28. What does Amanda want to do like Vicki when she is eleven years old (p. 93)?
29. What does Leah tell the sisters show hunter is judged on (p. 97)?
30. How does Vicki feel about riding Showbiz at the show (pp. 98–99)?
31. What happens to Kelly when Cameo slips in the mud (pp. 105–107)?
32. Why was Vicki eliminated from the 1.05-metre class (p. 109)?
33. What can the girls win at the A&P Show (p. 112)?
34. Where do the sisters go to find their jackets to wear in the A&P Show (pp. 115–116)?
35. What does Amanda compare the A&P Show to (p. 119)?
36. What does the judge say to the sisters at the A&P Show (p. 123)?
37. What gear does Leah bring for the sisters and why (pp. 131–132)?
38. What does Dad do to the rugs and what is his reason behind his actions (p. 135)?
39. What does a horse use its whiskers for (p. 137)?
40. Where do the girls sleep at the Royal Easter Show (pp. 138–139)?
41. Why does Kelly know she will still be riding horses when she is an adult (p. 147)?
42. How do Mum and Dad afford to give the sisters' presents (p. 148)?
43. What does Leah teach the sisters after they put on their jumping boots (p. 150)?
44. What do the sisters do that makes Leah tell them that they are winners in her eyes (p. 152)?
45. Why does Kelly thank Vicki and how does Vicki react (p. 153)?

Illustrations:

1. The illustrations throughout the book are by Heather Wilson. Examine them. Do you like the style? Why or why not? What kinds of lines and textures are used? Design your own illustrations for one page of text.
2. In pairs, each choose your favourite illustration from the book. Write a description of the illustration, then read your written description to your partner and each draw a picture based on your partner's descriptions. How do your drawings compare to the drawings in the book? Consider points such as, is the composition similar and is it as detailed?
3. The book is about real people. Look at the photographs of the Wilson sisters that feature in the book and on the back cover and compare these images with the illustrations in the

book. Then choose a photograph of another notable sports person, or of yourself, to create an illustration.

4. Design your own cover for the novel, including writing a new blurb.

Creative responses:

1. Create an illustrated timeline of the main events of the novel. Choose an important event at, or near, the end of the book, and describe how it helped you understand a key idea or theme of the novel.
2. Nana mentions to Kelly that her great-great grandpa and his friends were the first men to show jump in New Zealand (p. 78). Research facts about this and/or one of the other horse-related activities she mentions to Kelly. You may want to research your activity's history, rules, competitors, etc. Present your findings to your class as an informative report on paper or on Google Docs, etc.
3. Write, design and publish an illustrated children's picture book about what Cameo's life may have been like before she came to Kelly and her family (p. 28). Read your book to a younger class level.
4. Mum tells Kelly that 'You can't live life always expecting the worst. Sometimes you have to try new things, even when it scares you.' (pp. 49–50). Write a narrative or a recount about a time when you have tried something new, what happened and how you felt about it.
5. The sisters compete in a Ribbon Day, an A&P Show and a Royal Easter Show. Choose one of these events and in groups design an advertising campaign for your chosen show to get people to come and attend. Your campaign could include elements such as pamphlets, radio jingles, posters, slogans, etc. Remember to use persuasive and descriptive language.
6. Read the 'How-tos' section (pp. 163–168). Use this as inspiration to design a how-to pamphlet about another job relating to owning and caring for a pony, such as how to trim a horse's hooves (p. 29).
7. Choose your favourite moment from the book and create your own illustration or artistic interpretation of it, for example, a cameo painting, diorama, painting, model, poem, cartoon strip, movie storyboard, video, etc. Write a brief artist's statement to accompany your interpretation.
8. After reading the book, choose and discuss your favourite page/pages or moment in the book. List five reasons for your choice.
9. In pairs, list what you feel are the main points of the book. Compare with your classmates. Do you agree or disagree with their choices? Why or why not? Next, write a short plot summary based on your choices. Alongside your written description present your sequence in either a comic strip or a movie storyboard format.

10. In groups, imagine you are film producers attempting to gain financial backing to turn *Cameo, the Street Pony* into a feature film. Write up your proposal and include one or two scenes from the book in film script form and your choices for the soundtrack, casting, location, costumes, etc. Also, design advertising posters for the movie.
11. Read the author's 'Thank you' (pp. 170–174). Write your own short piece to thank people who play a significant role in your own life.
12. After a close reading of the book, choose your favourite chapter to write your own comprehension questions about. Create a quiz based on your questions. Ask a classmate your quiz questions.
13. Choose your favourite chapter from the book to summarise. Present your summary in a poster, power point, pamphlet or video format to your class.
14. Find other books in the *Showtym Adventures Series*. Write a comparative review, to compare and contrast the book with at least one other book from the series.
15. Write a review of the book, aiming it at the readership of your favourite magazine, newspaper or website. Consider the following questions:
 - Which characters appealed to you the most? The least?
 - How did the story make you feel as it unfolded?
 - What ideas in the book awakened your interest?
 - What did you dislike, or find boring?
 - Do you think this is a significant book?
 - Why is this book important for today's readers?