



Level 10

Book h

Time to Play

Clown About

Freaky Frank

Summer
and Winter

Lenny and
the Comet

A Real Dinosaur

Places Where
Animals Live

A Scarecrow
for the Field

A Scarecrow for the Field



Written by Dora Forrest
Illustrated by Chantal Stewart

Level	10
Word Count	208
Text Type	Narrative
High Frequency Word/s Introduced	their

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



This symbol relates to use (text user)

BEFORE READING

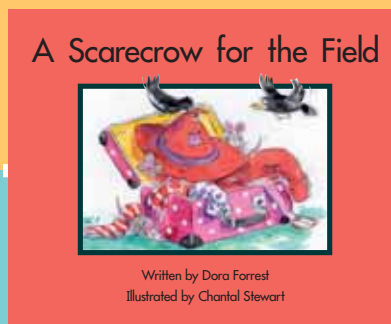
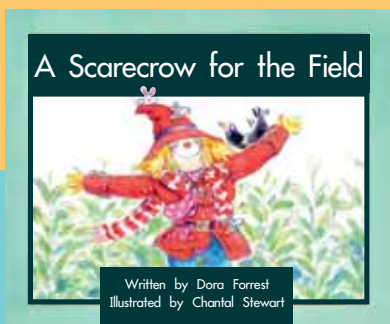
Cover & Title Page



Ask the children to describe the front cover and title page. What is a scarecrow used for? Have the children ever made a scarecrow? Do they know anyone who has one in a garden or field?



Read the author's and illustrator's names. What do these people do? Identify book conventions. Have the children written or drawn any stories?



Ask the children to predict what this book will be about. Is it going to be an information book or a story book?



Encourage the children to think about their reading. Discuss the strategies they use to decode unfamiliar words.

AFTER READING

BEFORE READING 2/3

Ask the children what the girl is doing in the picture. What else can the children see in the picture?

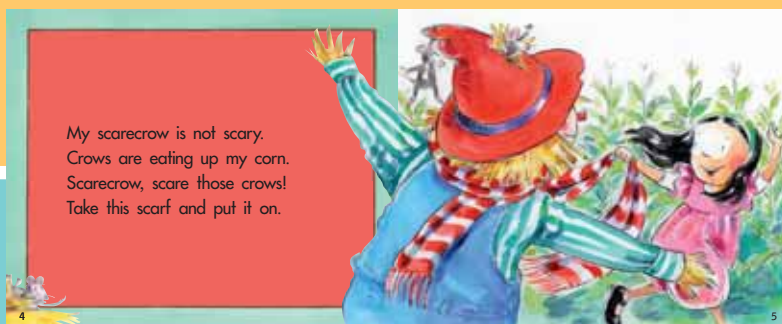


The girl says her scarecrow is not scary. What is happening in the field? What could the girl do to make her scarecrow scary? Who is telling the story? Who is the girl talking to?

Have the children find the word *their*. Discuss why *their* is used instead of *there*. Have the children place *their* in sentences to clarify meaning and use. What ending has been added to *fly*? Add the *ing* ending to other words on the board.

BEFORE READING 4/5

Ask the children what the girl is doing in this picture. What creatures can the children see in the scarecrow's hat?



Ask the children where it says in the text what the crows are doing.

Have the children find the word *Crows*. What other words have the same *ow* sound? Have the children find the word *scarf*. How does the letter *r* change the sound of the word? What word has the *y* ending? What sound does the *y* ending make?

AFTER READING

Ask the children what the girl is putting on the scarecrow now. Will the tie make the scarecrow scary? What would the children put on the scarecrow?



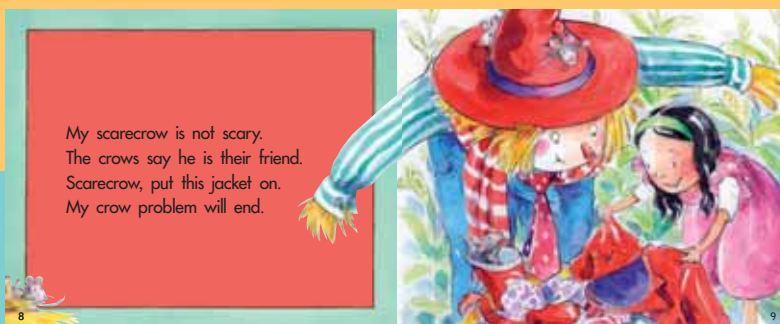
Crows say my corn is their corn.
They are nibbling at the cobs.
Scarecrow, put on a spotty tie.
You can do the job!

Ask the children who the corn belongs to. What are the crows doing to the corn?

Have the children find the word *say*. Have them place it in sentences to share with the group. What other words have the *ay* sound? What other word here has a *y* ending? Have the children find the word *nibbling*. Tell them we remove the letter *e* when we add an *ing* ending.

Have the children guess what the girl will put on the scarecrow next.

Can the children think of some text for this picture? Encourage them to use vocabulary and style similar to that of the author.



My scarecrow is not scary.
The crows say he is their friend.
Scarecrow, put this jacket on.
My crow problem will end.

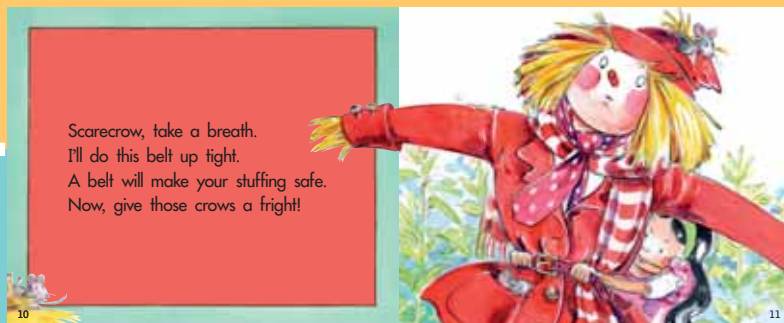
Ask the children what they think of this book so far. What do they like most about the book?

Have the children point to the word *will*. Have them place the word in sentences to clarify meaning and use. Ask the children which word *scarecrow* and *scary* have been made from – *scare*. Have the children find the word *end*. What other word here has *end* inside it?

BEFORE READING 10/11

Have the children tell you what the girl is putting on the scarecrow now. How is the scarecrow looking?

Can the children think of some text for this picture? Encourage them to use vocabulary and style similar to that of the author.



AFTER READING

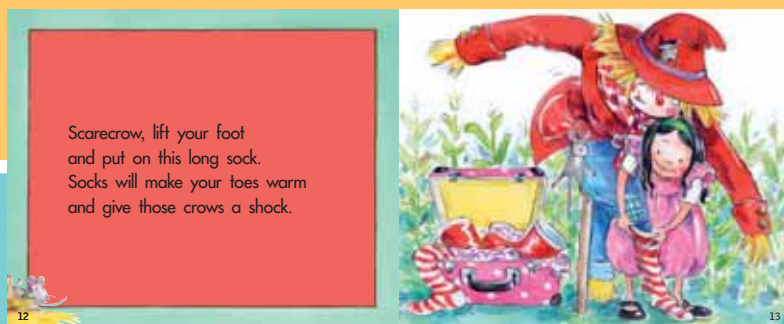
Why is the girl putting the belt on the scarecrow? Can the children guess what the stuffing is made of?

Talk to the children about rhyme. Tell them that a rhyme has words that have the same sounds at the end of each line. What two words rhyme here?

BEFORE READING 12/13

Have the children describe what the girl is doing now.

Have the children think of some text for this picture. Encourage them to use vocabulary and style similar to that of the author.



AFTER READING

Ask the children to find the words in the text that say how the socks will help the scarecrow.

What two words here rhyme? Identify the words *lift*, *put*, and *make*. Discuss verbs. Tell the children that these words are doing words. They are action words. Brainstorm more verbs and list them on the board.

What is the girl putting on the scarecrow now? Do the children think the crows will be scared by the scarecrow?

Ask the children what they think of the story. Do they think the author has come up with a good idea for a story?



Ask the children what the girl wants the scarecrow to tell the crows. Can the children point to any doing words on this page? How has the scarecrow's face changed?

Have the children point to the word *Let's*. Tell the children the apostrophe stands in place of a letter. What two words is *let's* made from?

Ask the children what they like most about this scarecrow. Do they think he will do his job well? Can the children suggest any improvements? Do they have other advice?



Ask the children what they liked most about this book. Would they recommend the book to their friends?

Ask the children to label all the punctuation on this page. Have them identify the function of each. What two words here rhyme? Write *can't* on the board. Tell the children the apostrophe stands in place of a letter. What is the missing letter?

10 h A Scarecrow for the Field Name _____

Use the words to complete the sentences.

their **they're**

Those crows can't get _____ way.

_____ nibbling at the cobs.

I'll teach the crows _____ wrong.

Write the word **their** in a sentence.

Write the word **they're** in another sentence.

10 h A Scarecrow for the Field Name _____

How many words can you make from this word?

scarecrow

_____	_____
_____	_____
_____	_____
_____	_____

Draw your own scarecrow
on a clean sheet of paper.

What two words describe your scarecrow?

Put the words in a sentence.
