

Level	13
Word Count	288
Text Type	Narrative
High Frequency Word/s Introduced	could, find

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 discussions that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. 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)



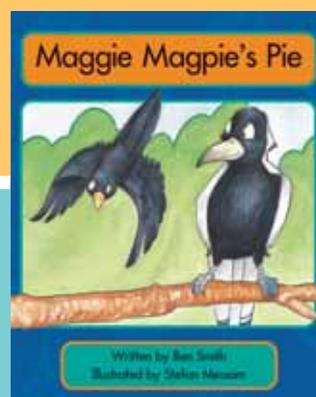
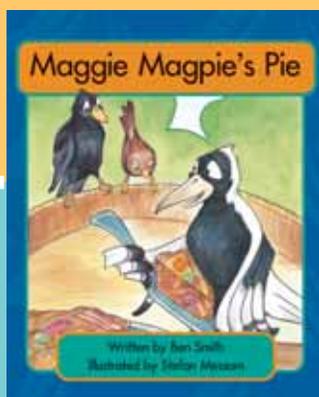
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title to the children. Ask them which bird is Maggie. Tell them the other bird is a blackbird and ask them what they think his name is. After they have answered, write both names on the board. Ask them what is similar about the two names.



Write the words *Maggie* and *Magpie* on the board. Ask the children what parts of the two words are the same and what parts are different. Explain that even though *Maggie* and *Magpie* end with the same letters, they sound different. Have the students say the two words one after the other to see the difference.

AFTER READING

BEFORE READING

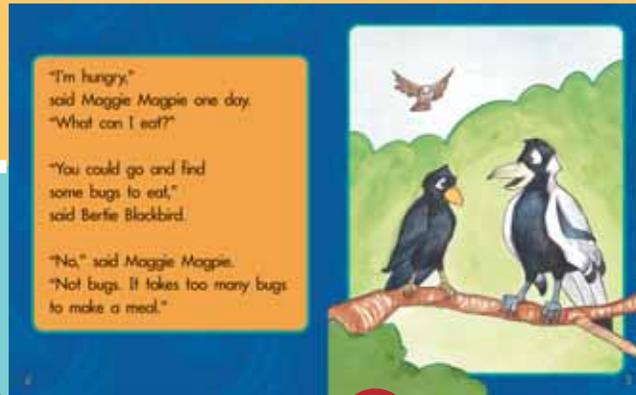
2/3



Remind the children to think about the title. Ask them what Maggie might be saying to Bertie. How might she be feeling?



Ask the children to look at the word *Maggie*. Ask them if they can find the word *pie* in *Maggie*.



Ask the children to find two words that start with *m* and two that start with *b*.



Ask the children to discuss the information on this page. Tell them that the character Maggie has a problem. Ask them what that problem is.

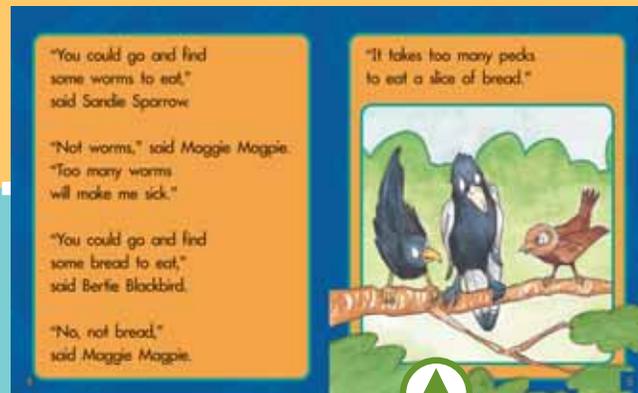
AFTER READING

BEFORE READING

4/5



Return to the names on the board. Point out to the children that they both end with the same letters. Tell them the new bird's name also ends with *ie*. What do they think the new bird's name might be? Ask the children what food birds eat. What might Bertie and Sandie be saying to Maggie?



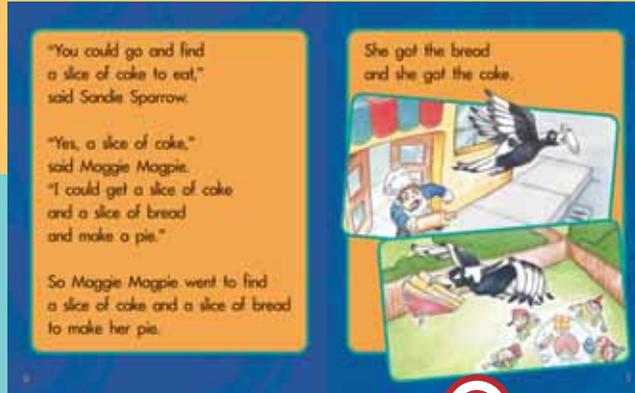
How do Bertie Blackbird and Sandie Sparrow try to help Maggie Maggie? Why does Maggie Maggie turn their ideas down?



Ask the children how birds eat. Write the word *peck* on the board and ask them to find it in the text. Ask the children which word means *to search for*.

AFTER READING

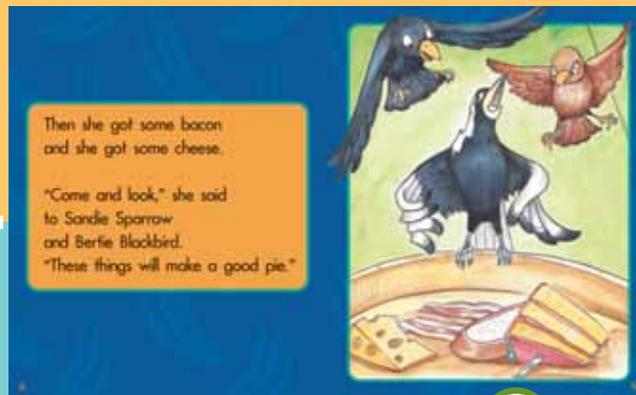
Invite the children to discuss these pictures. What is Maggie doing? What does she have in her beak? What will she do with these things?



Ask the children what piece of food Sandie Sparrow suggests that gives Maggie Magpie an idea. What is Maggie Magpie's idea? What else does she need?

Explain to the children that Maggie Magpie's idea is the solution to her problem. What is her solution? How will she fix her problem?

Continue the discussion. Ask the children what else Maggie has found to go in her pie. What is she saying to Sandie Sparrow and Bertie Blackbird?



Explain to the children that in many stories there is a main character. The main character does most of the things in the story. Ask the children who the main character in this story is. How can they tell? What does that character do that the others do not?

Ask the children to find the word *good* on the board. Invite the children to build a word family from *good*. When it is finished, read the list together.

Invite the children to discuss who is making the pie. Who is doing all the work? What has Maggie found to go in her pie in this picture?

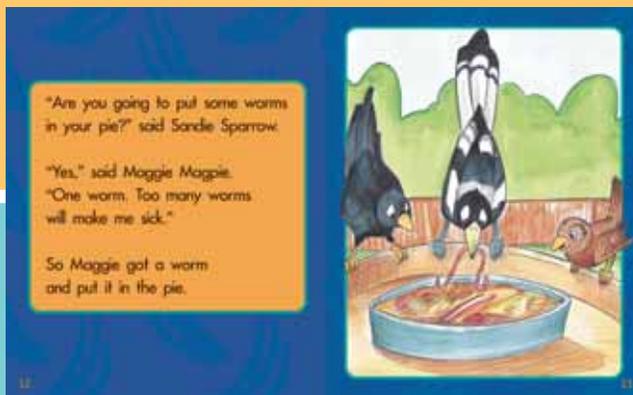
Identify the question on page 10 with the children. Ask if the question has an answer.



Invite the children to discuss who asks if there will be bugs in the pie, and who actually goes to get the bugs.

Ask the children how many worms are going into the pie. Why is Maggie putting only one worm into the pie? Who do they think suggested the worm?

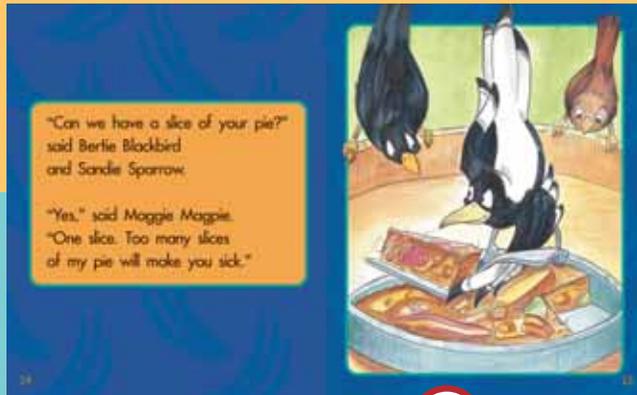
Ask the children who is asking a question. Who gives the answer?



Ask the children why Maggie put only one worm into the pie. Did the reason match the reason they predicted before reading?

Ask the children what they think Bertie Blackbird and Sandie Sparrow are asking Maggie for, after all her hard work.

Discuss with the children whether this story could be true or not. What in the text makes them think it is fiction rather than fact?

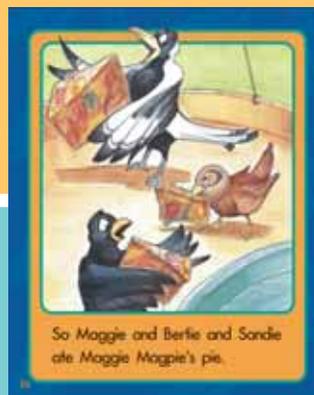


How many slices of her pie will Maggie give to Bertie Blackbird and Sandie Sparrow? Why does she say that? What else can there only be one of for the same reason?

Ask the children if they think that Bertie Blackbird and Sandie Sparrow should get some of the pie. Why or why not? How much do you think they should get?

How is the story ending? Who has got the largest piece of pie? Why has Maggie got the biggest piece of pie? Who got the worm?

Have the children read the book independently. Ask them to suggest what they will do when they come to unknown words. Make suggestions where necessary.



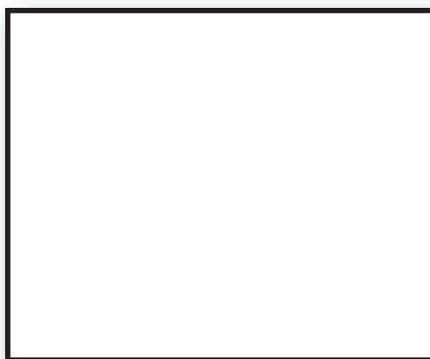
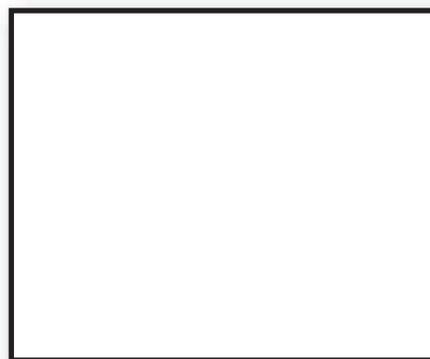
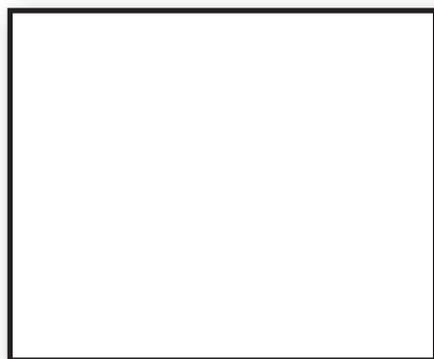
Is it fair that Maggie got the largest piece of pie? Why do you think that?

Discuss with the children if this story reminds them of another story. Compare the ending with *The Little Red Hen*.

13 a Maggie Magpie's Pie Name _____

1. List each of the things that went into Maggie's pie beneath one of the boxes.

2. In each box, draw a picture of that thing.



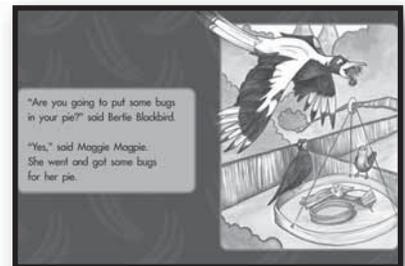
13 a Maggie Magpie's Pie Name _____

Place the following events into the order that they occurred in the story.

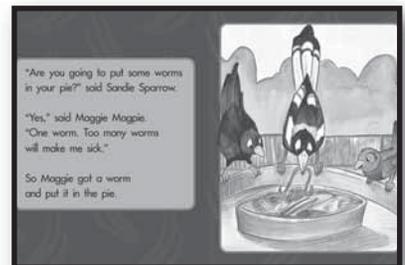
1. "Can we have a slice of your pie?"



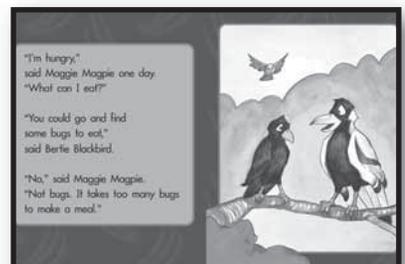
2. She went and got some bugs for her pie.



3. So Maggie and Bertie and Sandie ate Maggie Magpie's pie.



4. "I'm hungry," said Maggie Magpie.



5. Maggie went to find a slice of bread and a slice of cake.

