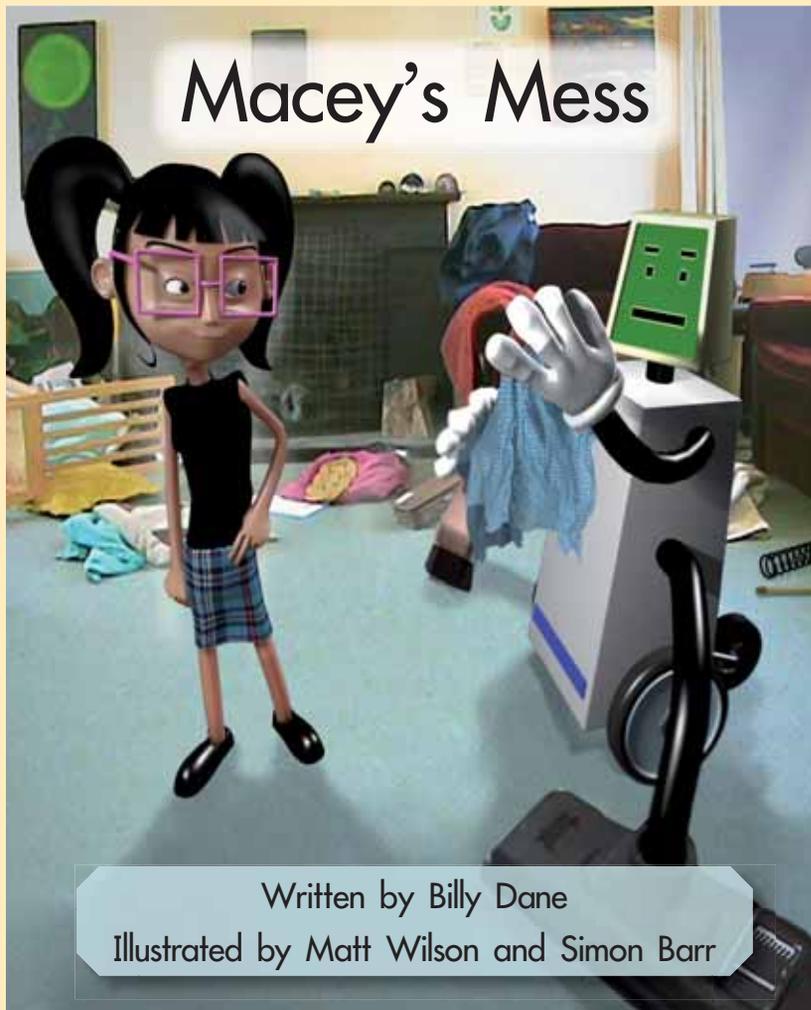




Level 14

Book b



Level	14
Word Count	312
Text Type	Literary recount
High Frequency	need
Word/s Introduced	



The Apple Tree

Macey's Mess

This Little Girl

Roger the Bat
Goes to Town

Ringo
Goes Missing

People
and Dolphins

Benny Bilby
and Nick Numbat

Who Works
at the Airport?

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)

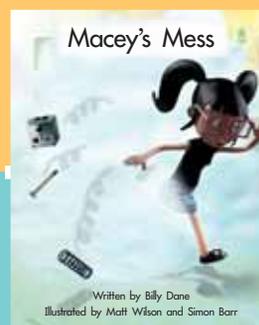
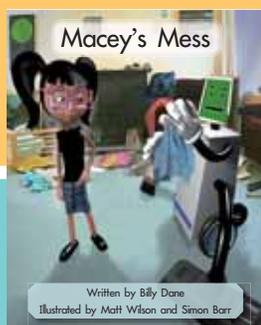
 This symbol relates to use (text user)

BEFORE READING

Cover & Title Page

 Ask the children to describe the front cover and title page. Is this a fiction or nonfiction book?

 Ask the children what job they would prefer. Would they prefer to be a writer or an illustrator?



 Ask the children to predict what might happen in the story. How might Macey make a mess?

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

BEFORE READING 2/3

Ask the children to describe what they see in this picture. What is Macey doing? Do the children think she is making, breaking, or fixing something? What could it be?



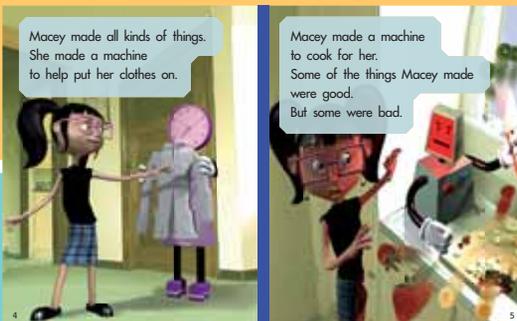
AFTER READING

Ask the children what tools Macey is using to make, bash, and fix things. Ask the children if they think Macey is a smart girl. What tells us she might be a very smart girl?

What words here rhyme? Clap the syllables in *hammer* and *spanner*. How many syllables are in each word? Ask the children to find the word *her*. Can they spell the word without looking at the book?

BEFORE READING 4/5

Ask the children to describe what is happening in the pictures. What things has Macey made? What jobs do they do for her? What time does the clock tell?



AFTER READING

Ask the children what two machines Macey made. Did she make good or bad things?

What words here have the double *o* spelling? Can the children think of other words with the same sound? Clap the syllables in *machine*. What word here has the *y* ending? Do the children know any other words with a *y* ending?



Discuss the thought bubble. Why is there a light bulb over Macey's head? What does this tell us? What words could we use to describe Macey's house? Why is it so messy? How did it get like that?



Ask the children what Macey is planning to do. Have them locate the steps in Macey's thought process.



Identify the word *I'll*. Tell the children the apostrophe stands in place of two letters. What are the missing letters? Identify the words *clean* and *cleaning*. How is the meaning different? What other endings could we add to *clean*?



Ask the children to identify the thought bubble. What might Macey be thinking now? What things is Macey thinking about putting on her machine?



What question does Macey ask? What things will the machine need to have and do?



Have the children find the words *How* and *away*. Write *cow*, *day*, *play*, and *down* on the board. Which words have the *ay* sound? Which have the *ow* sound? Identify the word *arms*. How does the letter *r* change the sound of the vowel?

BEFORE READING 10/11

Ask the children to tell what Macey is doing in the pictures. How do we know she is enjoying herself? Why is the word *spang* in big letters? What does the jagged red and yellow line show?



AFTER READING

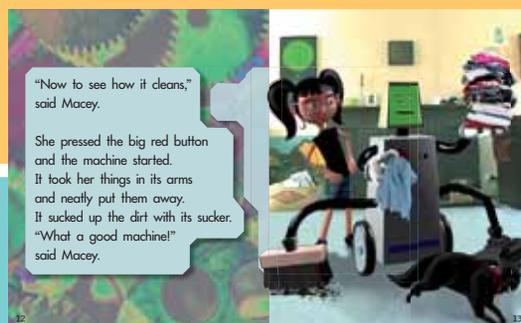
Ask the children to tell you what tools Macey used. How long did this job take?

Write *ight* on the board. What word here has the same sound? Clap the syllables in *screwdriver*. What words have the *ed* ending? Identify the onomatopoeic words. What words here come from sounds? What words rhyme?

BEFORE READING 12/13

Have the children tell you what is happening in the picture. Has Macey finished her machine? Does the cat like the new machine?

Suggest a passage of text for this page that is similar in style and vocabulary to that of the author.



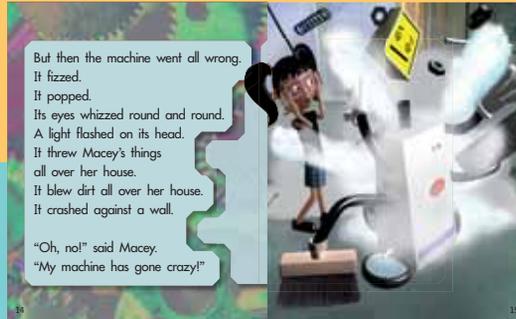
AFTER READING

Ask the children how Macey started the machine. What jobs does the machine do? What does Macey say about her machine?

Ask the children to find the word *started*. How does the letter *r* change the sound of the vowel? Locate the word *cleans*. Compare *cleans* with *clean* and *cleaning*. Place them in sentences to clarify use.

Ask the children what is happening in the picture. What tells us things have gone terribly wrong? What are the white clouds? How is Macey feeling?

Ask the children what they think of this book so far and why. Do they think the author has come up with a good idea for a book?



What things does the machine do when it goes all wrong? What does the machine do to Macey's house? What does Macey say?

Identify the onomatopoeic words. What words here come from sounds? What words rhyme? What word has the *y* ending? Have the children find the word *threw*. What is another word with the *ew* spelling?

Ask the children to describe what has happened to Macey's house.



What does Macey plan to do to clean up the mess? Is this a good idea? What could she use instead of building another machine?

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

14 b Macey's Mess

Name _____

Place the words in the sentences.

cleaning cleans cleaned clean

“I’ll invent a new machine
to _____ the house,” said Macey.

So Macey sat down
to invent a _____ machine.

“Now to see how it _____,”
said Macey.

So Macey _____ the house herself!

14 b Macey's Mess

Name _____

Circle the words that come from sounds.

hammer clanged button
 clonked red
pew banged Macey
 head spanged
thump cleaned bump
 machine splat
 yawn thud

Use another sheet of paper.

Draw a picture of Macey's machine.