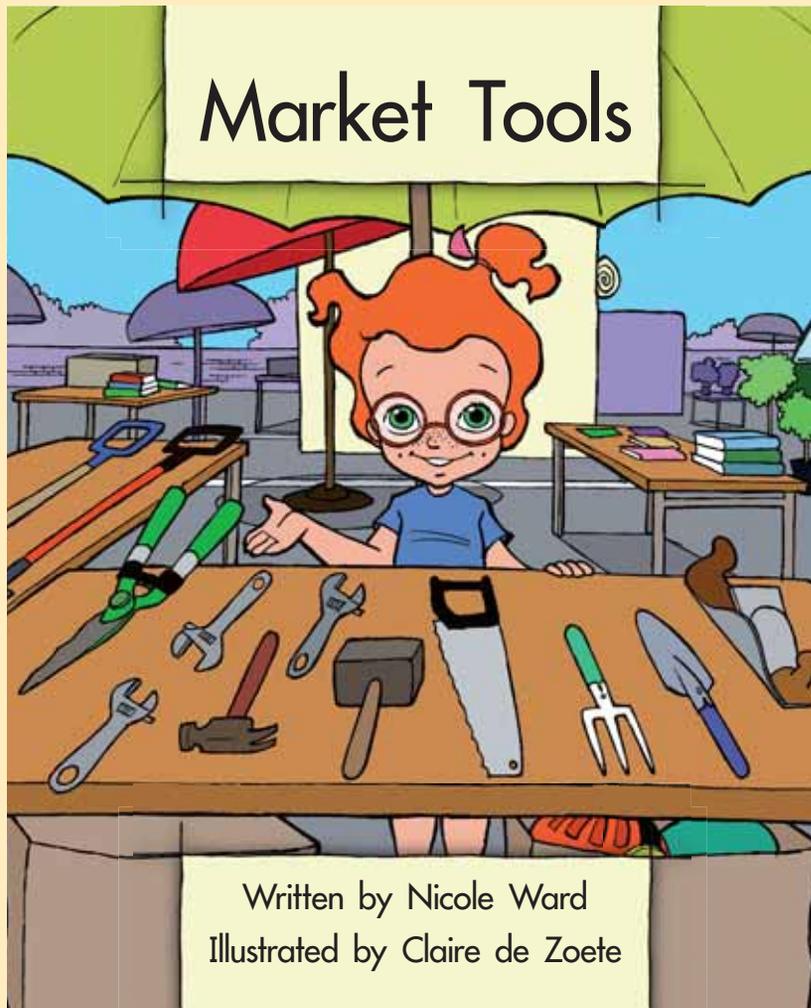




Level 16

Book g



Level	16
Word Count	388
Text Type	Narrative
High Frequency	them
Word/s Introduced	



MACMILLAN

Making a Worm Farm

Humphrey - World Champion Camel Spitter

Seasons in the Serengeti

The Biggest Fish Ever

Colourful Snakes

Don't Let the Mice Drive the Bus!

Market Tools

The Grey Wolf

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)



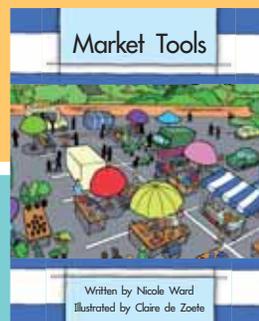
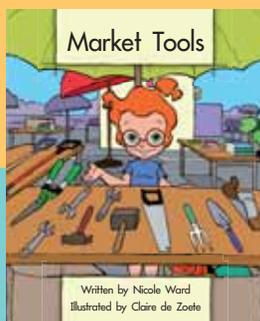
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to describe the cover and title page. Explain that this is a fiction story. Discuss the difference between fiction and nonfiction text. Ask the children if they have seen tools like these before. What are they used for?



AFTER READING



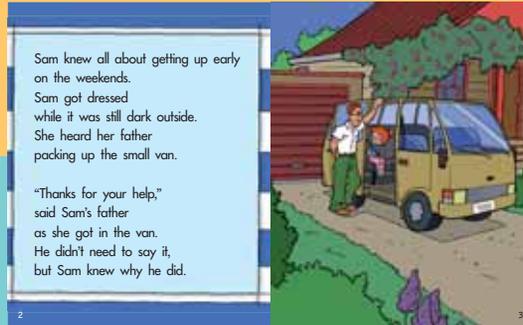
Ask the children to predict what might happen in this story. Talk about what a market is and what they might find there.



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

Ask the children to look at the picture and guess who these characters might be and how they are related. Where do the children think the characters are going? Discuss their answers.

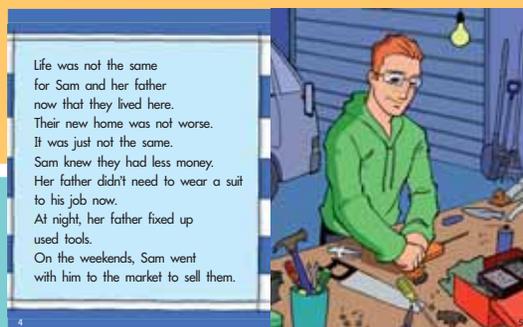
Explain that this book is a narrative and that narratives feature a problem that is resolved by the end of the story. Ask the children to think about what the problem might be as they read.



Ask the children what day of the week it might be. Refer to the text to draw conclusions. Can they guess what Sam is going to help her father with?

Ask the children to point to the word *about*. Ask them to spell it without looking at the text, and to put it into sentences. Ask the children to find the *y*-ending word *early*. What other *y*-ending words can they think of?

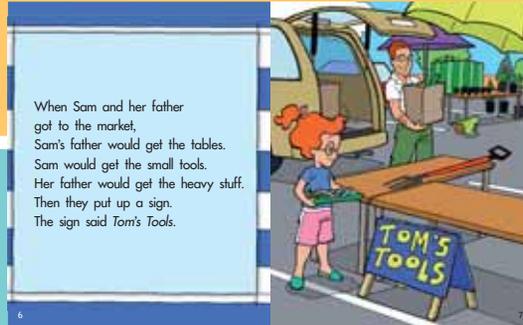
Ask the children what Sam's father is doing in his workshop. Talk about anyone the children know who spends time in a workshop like this and what they do. Do the children sometimes help?



Ask the children when Sam and her father go to the market. Encourage the children to refer to the text, pointing to the exact phrase.

Ask the children to find the word *need*. Place this word in sentences to share with the group to clarify meaning and use. Can the children find the vowel digraph in this word? Can they find the *r*-controlled vowel in the word *market*?

Ask the children what Sam and her father are doing in the picture. What does the sign say? What else can we see that is for sale at the market? What do the children usually like to look at if they go to a market?

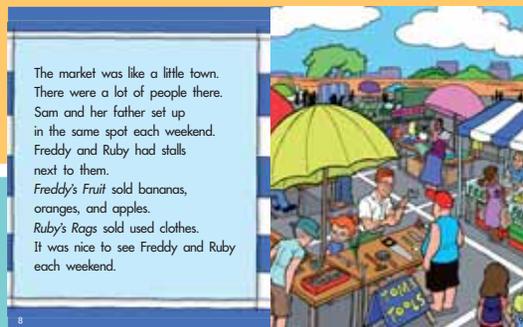


Ask the children what jobs Sam and her father do between them. Talk about their different responsibilities. Do any of the children have their own responsibilities at home?

Ask the children to find the phrase *Tom's Tools*. Explain that alliteration is the use of the same initial letter in words closely connected. Invite the children to make up alliteration using their own names.

Ask the children to cover the text and tell you what they can see in the picture. Label all the stalls and describe what they are selling. Discuss what Sam and her father are doing.

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



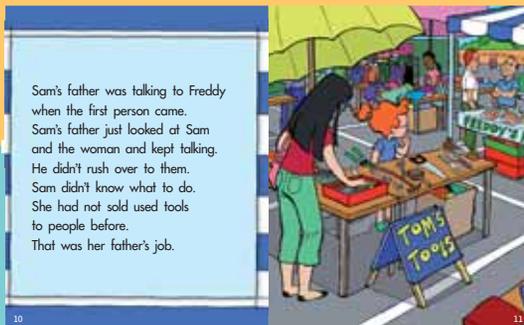
Ask the children why the market was like a little town. Encourage them to refer to the text to answer this question. What are the names of the stalls nearby?

Have the children find the words *each* and *them* and put them into sentences. Can they explain why we put apostrophes in *Tom's*, *Ruby's* and *Freddy's*? Discuss possession and use some of the children's names as additional examples.

BEFORE READING 10/11

Ask the children to cover the text and tell you what is happening in this picture. Can they predict what might happen next?

Ask the children to comment on any problems they had reading the text so far. What did they do to resolve their reading difficulties?



AFTER READING

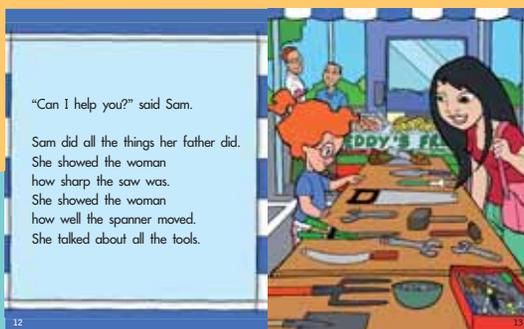
Can the children see what the problem in this narrative will be? How will it affect the main character, Sam? Discuss why Sam did not know what to do. Have any of the children been in similar situations?

Ask the children to point out the two words with apostrophes. What are the different functions that the apostrophes are performing? Discuss the possessive and the contraction.

BEFORE READING 12/13

Have the children cover the text and explain how Sam is doing on her own. Is she doing well? Talk about the things she might be saying to the woman.

Ask the children to suggest some text for this page. Encourage them to use vocabulary and style similar to that of the author.



AFTER READING

Ask the children to point out the word *help* and place it in their own sentences to clarify meaning and use. Explain to the children that punctuation helps make stories readable. It tells us when to stop, start, and use expression. Look at the punctuation on page 12 and discuss its use.

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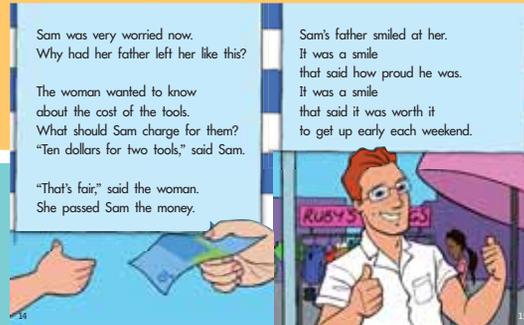
Don't Let the Mice Drive the Bus!

Market Tools

The Grey Wolf

Ask the children what is happening in these pictures. Why is Sam's father pleased with her? Do you think she has done well? Can the children think of a time when they did something that was grown up?

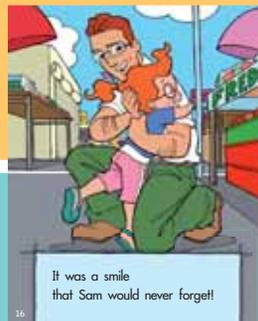
Ask the children to tell you what they think of this story so far and why. Do they think the author has come up with a good idea for a story?



Ask the children why Sam was worried. How do the children know that it was a good price to charge for the two tools? Can the children explain why it was worth getting up early on the weekend?

Have the children think back to the problem in the story. Was the problem solved?

Ask the children what is happening in this picture and why. Talk about a time when their parents/carers were proud of them.



Can the children tell you why Sam would never forget the smile her father gave her? Why is it important to smile at people as much as possible and especially when they have done something good?

Ask the children what they liked most about this book and whether they might recommend it to their friends.

16 g Market Tools

Name _____

Are these contraction words or possession words?

Put them in the correct columns.

The first ones have been done for you.

didn't

Ruby's

that's

Tom's

~~Sam's~~

can't

Martin's

isn't

~~it's~~

Freddy's

Dad's

wasn't

father's

I'll

Contraction words	Possessive words
it's	Sam's

16 g Market Tools

Name _____

Complete the alliteration from the story.

Ruby's _____

_____ Fruit

Tom's _____

Now make up some of your own,
using names you know.
