



# Level 17

## Book a

Special Guests

Questions About  
Koalas

Casey's Art Project

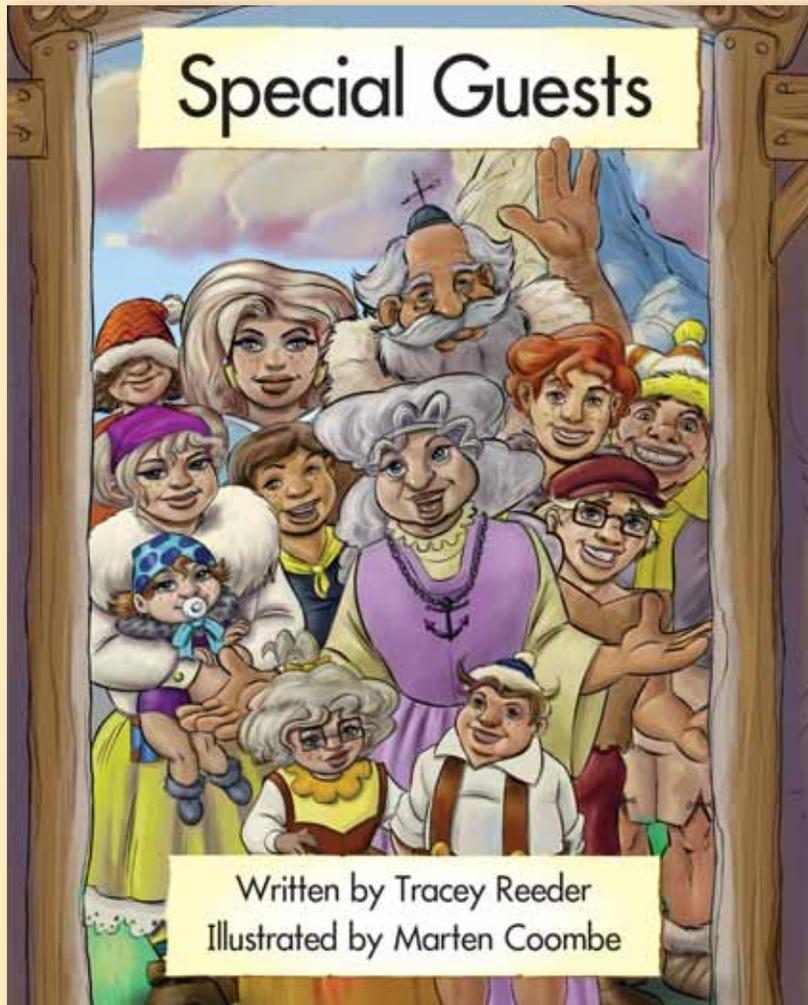
A Builder's Day

The Best  
Blackberries

Sounds All Around

Maras Clouds

Horses



Level	17
Word Count	411
Text Type	Narrative
High-Frequency Word/s Introduced	

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding  
(code breaker)*



*This symbol relates to use  
(text user)*



*This symbol relates to comprehension  
(meaning maker)*



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

## BEFORE READING

Read and discuss the title of the book. Read the names of the author and illustrator, and encourage a discussion about the people in the front cover picture. Explain to students that the story is about a giant family. Ask –

- What are the characters in the story doing because they are having special guests?
- Has your family had special guests to your home?
- What did your family do to prepare for the guests?

Introduce students to the characters. Have students turn to pages 4–5. Together, read the names of Mother Giant's children and find them in the picture. Ask –

- Can you find Stig playing with the cat, Mopsy reading the book, Trog with a sore back, and Meg picking things up with Mother Giant?

## DURING READING

Set students a purpose to read for, with a focus question for each page. Explain to students that you will be asking a question before they read the page, and that they should read the page silently. They should be ready to answer when they have finished reading the page.

Ask, before students read each page –

**Pages 2–3** Why do the family have to clean the house for the special guests?

**Pages 4–7** Be prepared to discuss who is helping Mother Giant and what the other children are doing.

**Pages 8–9** Who is helping Mother Giant now? Why can't Trog help? Do you think he will help with the next job?

**Pages 10–11** Is your prediction about Trog right? Is everyone helping Mother Giant?

**Pages 12–13** Why can Meg help Mother Giant with another job?

**Pages 14–15** Find out why Stig can pick peas now.

**Pages 16–17** Why can Mopsy help butter bread?

**Pages 18–19** What is Trog doing?

**Pages 20–21** Why can everyone help make rice pudding now?

**Pages 22–24** Read to the end of the story and discuss the new problem the family has now.

## AFTER READING

Discuss with students why Mother Giant's children said, "Oh, no!" when they were asked to help clean up the house. Have students relate the response of the giant's children to their personal experiences.

Encourage students to consider the effect Meg's immediate response to help had on the other children.

Invite students to read the book once again, responding to the punctuation to read with expression.

**Developing Specific Skills**

Apostrophes – possessive – Mother Giant's children; contractions – can't, I'll, back's, I'm, they're

Verbs – sweep, swept

Singular/Plural – shelf/shelves

Discuss the silent *k* in knock (page 23)



Ask students to discuss with the person next to them how the saying 'many hands make light work' is connected to the story. What message do they get from reading the story?

Discuss the genre with students, and together construct a story web and identify the unexpected resolution. Has the problem been resolved or not?  
Compare the story ending with another narrative.

## MEANING MAKER



Ask students which traditional stories *Special Guests* reminds them of. Compare the stories *Cinderella* and *The Little Red Hen* with *Special Guests*.

Ask students whether they consider the story has ended or not. Brainstorm new story endings, as preparation for the students to write a sequel to the story.

Make a duty roster for the family to clean up the mess after the guests have gone.

## TEXT CRITIC



Have students discuss as a group why the author wrote the book and whether the book gave a clear message to them about working together to get a job done. Ask students to rewrite the story from an alternative position, with the children not helping their mother. Have them decide whether the children would share the meal with the guests if they didn't help.

Discuss the illustrator's digital pictures. Talk about how well the illustrations support the message of the narrative. Encourage students to give their opinion.

# 17a Special Guests

Name \_\_\_\_\_

## 1. Change the contractions into two words.

can't      \_\_\_\_\_      \_\_\_\_\_

I'll      \_\_\_\_\_      \_\_\_\_\_

I'm      \_\_\_\_\_      \_\_\_\_\_

they're      \_\_\_\_\_      \_\_\_\_\_

## 2. Change the verbs to match the example.

sweep      swept      sweeping

sleep      \_\_\_\_\_      \_\_\_\_\_

keep      \_\_\_\_\_      \_\_\_\_\_

## 3. Change the words from singular to plural.

shelf      wife      life      knife

shelves      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

# 17a Special Guests

Name \_\_\_\_\_

## 1. What jobs did Mother Giant's children do?

Meg			
Stig			
Mopsy			
Trog			

picked things up    swept    set table    picked peas  
peeled potatoes    dusted    cooked turkey    buttered bread  
made rice pudding

## 2. How many jobs did each child do? \_\_\_\_\_

## 17a Special Guests

Name \_\_\_\_\_

1. Write the three excuses the children had for not helping Mother Giant.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. Which job did the family like doing the best?

The family liked \_\_\_\_\_ best.

3. Write why you think the children said, "Not us!" on the last page of the story.

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