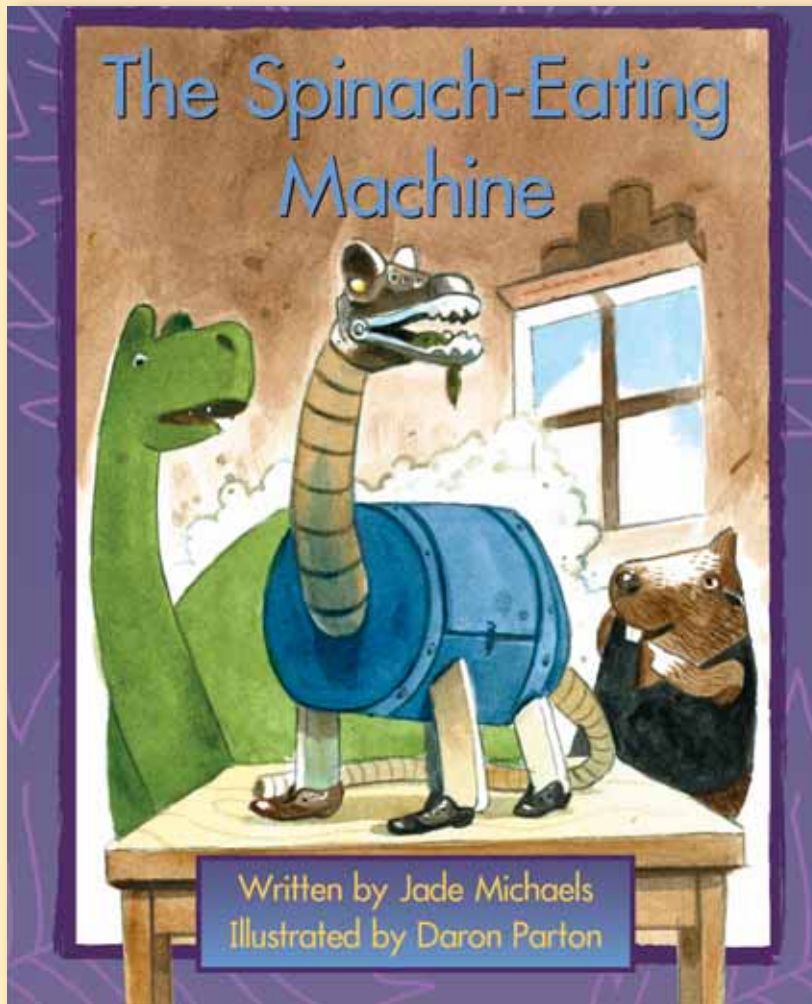




Level 21

Book a



Level	21
Word Count	536
Text Type	Narrative
High-Frequency	enough
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

Ask students to read the title, and the names of the author and illustrator. Have students discuss the characters in the story, using the title and illustration. What is the spinach-eating machine made out of? Who might have made it and why?

Ask students what genre the story is, from the information they already have about the story. What features suggest to the reader that the book is fiction?

Read the title page. Ask students if they like to eat spinach. Why or why not?

DURING READING

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

Ask, before students read each page –

Pages 2–7 Why does Bronto hate spinach?

Page 8–11 What is Bronto going to do?

Pages 12–17 How did Bronto make the machine? Who gave him the ideas?

Pages 18–21 What did they put inside the machine to make it like eating spinach?

Pages 22–24 Why doesn't Beaver think the machine will eat spinach?

AFTER READING

Ask students to turn to the page to reread the part about what will happen to people who like spinach when there is a spinach-eating machine. Discuss whether Bronto's comment is fair or not.

With a partner, reread half the story each, responding to the punctuation with expression. After rereading the story, ask each other one or two questions about the story.

CODE BREAKER



Have students discuss the characteristics of a fiction adventure in this story. Ask them if they would like to make a spinach-eating machine and if they would consider it an adventure. Why or why not?

Developing Specific Skills

Prefixes – *in* – invent, *un* – untidy

Hyphens – plant-eating, spinach-eating

f changes to *v* and add *es* – shelf/shelves

TEXT USER



Discuss cause and effect with students, following on with goal/action/outcome. Write the headings on the board and analyse the story into the categories, e.g. Cause – from when Bronto was seven years old, he had to eat spinach three times a day, seven days a week for seven years. Effect – Bronto hates spinach.

MEANING MAKER



Discuss the ending (pages 22–24). What does Beaver mean, and will Bronto understand or agree with what Beaver said?

Ask students to talk with the person next to them about whether Bronto could have made the spinach-eating machine by himself. Tell students to use samples of text to support their comments.

TEXT CRITIC



Talk to students about the strength of the word *hate* (page 2). Ask students if the author has chosen an appropriate word, considering the information about the quantity of spinach Bronto had to eat (pages 4–7).

Ask students to give an opinion on the food Auntie Brenda provided. How could the cause and effect have been different if Auntie Brenda had not made Bronto eat so much spinach?

21a The Spinach-Eating Machine

Name _____

1. Change *f* to *v* and add *es*.

half

shelf

calf

knife

loaf

life

2. Match the prefix to the word.

un

tidy

in

happy

vest

well

side

vite

3. Write two sentences using these words.

a. _____

b. _____

21a The Spinach-Eating Machine

Name _____

Make a plan of action for Bronto and Beaver to make the spinach-eating machine.

Write and illustrate.


Goal



Action



Outcome



21a The Spinach-Eating Machine

Name _____

Word Search

Find and circle the following words –

computer, pie, motor, seven, taste, spinach, machine, eat, metal

h	b	s	c	y	v	e	a	t	r	f
k	f	w	y	s	d	g	q	m	y	n
p	i	e	v	p	m	k	z	a	d	c
w	b	x	n	i	o	m	l	c	u	o
u	t	j	s	n	q	e	b	h	j	m
i	n	x	t	a	s	t	e	i	t	p
p	v	e	p	c	h	a	w	n	v	u
j	e	k	s	h	t	l	r	e	h	t
m	n	m	c	i	s	e	v	e	n	e
q	t	z	t	x	e	m	o	t	o	r