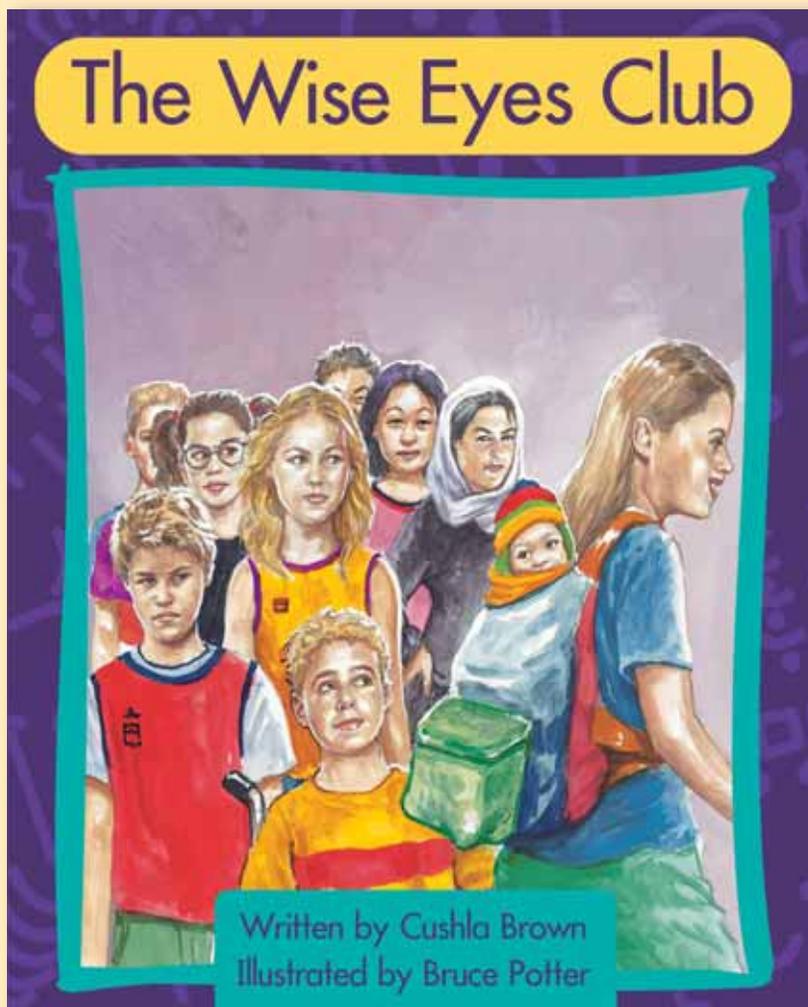




# Level 21

## Book c



Level	21
Word Count	537
Text Type	Narrative (realistic fiction)
High-Frequency	remember
Word/s Introduced	



MACMILLAN

The Spinach-Eating Machine

Building a Nest

The Wise Eyes Club

All About Boomerangs

The Obstacle Course

Three Big Cities

Big Greg to the Rescue

The Incredible Rescue of Apollo 13

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. Ask students to check the picture for information about the club.

As the book is realistic fiction, the story could be told mainly through direct speech. Ask students to quickly flip through a few pages of the book to find out if this story is predominantly direct speech.

Read the title page. Ask students what they already know about the characters in the story.

## DURING READING

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

Ask, before students read each page –

**Pages 2–5** Who initiates the plot of the story? What is the problem?

**Pages 6–9** What did the friends decide to do?

**Pages 10–13** What is the first clue?

**Pages 14–15** What is the next clue?

**Pages 16–19** Who did they go to for help?

**Pages 20–24** How did they catch the thief, and who is the thief?

## AFTER READING

Ask students to find the part in the story where the police officer gave something to Isabel which would have made it easy for her to ring the police. Have them find the word *investigation*, and together, clap the syllables.

Have students reread the story to themselves and be prepared to give the number of characters in the story, when they have finished.

## CODE BREAKER



Ask students how many main events there are in the narrative.

### **Developing Specific Skills**

Write a list of new and interesting words as students find them in the story

Rule – *i* before *e* – believe (page 2), thief (page 8)

Exception to the rule – weird (page 14)

Silent *w* – wrap (page 22)

## TEXT USER



Ask students to find the words that tell the reader where the story is set. Does the scene change? If so, find the text that describes where the new setting is.

Have students discuss the chronological order of the events and the importance of this in solving the problem.

## MEANING MAKER



Ask students to discuss the theft, and list the clues that led to catching the thief.  
Discuss the meaning of new and interesting words listed on the board.

## TEXT CRITIC



Have students discuss how the author sends a message to the reader about not putting themselves at risk if a law breaker is identified. Talk about the procedures the police officer and the children followed.

Ask students to evaluate the story as an example for positive friendships. How did the children work together to help the police officer?

**21c The Wise Eyes Club**      **Name** \_\_\_\_\_

**1. Circle the words with a silent w.**

went    write    weeks    wonder    why

wrap    wreck    we    wrist    woman

**2. Find and write the meanings of these words.**

valuable \_\_\_\_\_

whisper \_\_\_\_\_

investigate \_\_\_\_\_

surround \_\_\_\_\_

pharmacy \_\_\_\_\_

**3. Write a sentence using two of the words.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 21c The Wise Eyes Club

Name \_\_\_\_\_

Circle *true* or *false* for the following statements.

- a. The children had been playing for 20 minutes. true/false
- b. So the clock was stolen yesterday, not this morning. true/false
- c. Just as well you used your ears. true/false
- d. I thought you had hiccups. true/false
- e. This morning there was a robbery. true/false
- f. I know about his clock. I hear it chime at night. true/false
- g. We should see if we can find the police officer. true/false
- h. We need to think back to last night. true/false

## 21c The Wise Eyes Club

Name \_\_\_\_\_

1. Describe the robbery and write the clues for the investigation.

The robbery. \_\_\_\_\_

Clue 1- \_\_\_\_\_

Clue 2- \_\_\_\_\_

Clue 3- \_\_\_\_\_

2. Draw a picture about one of the clues.

