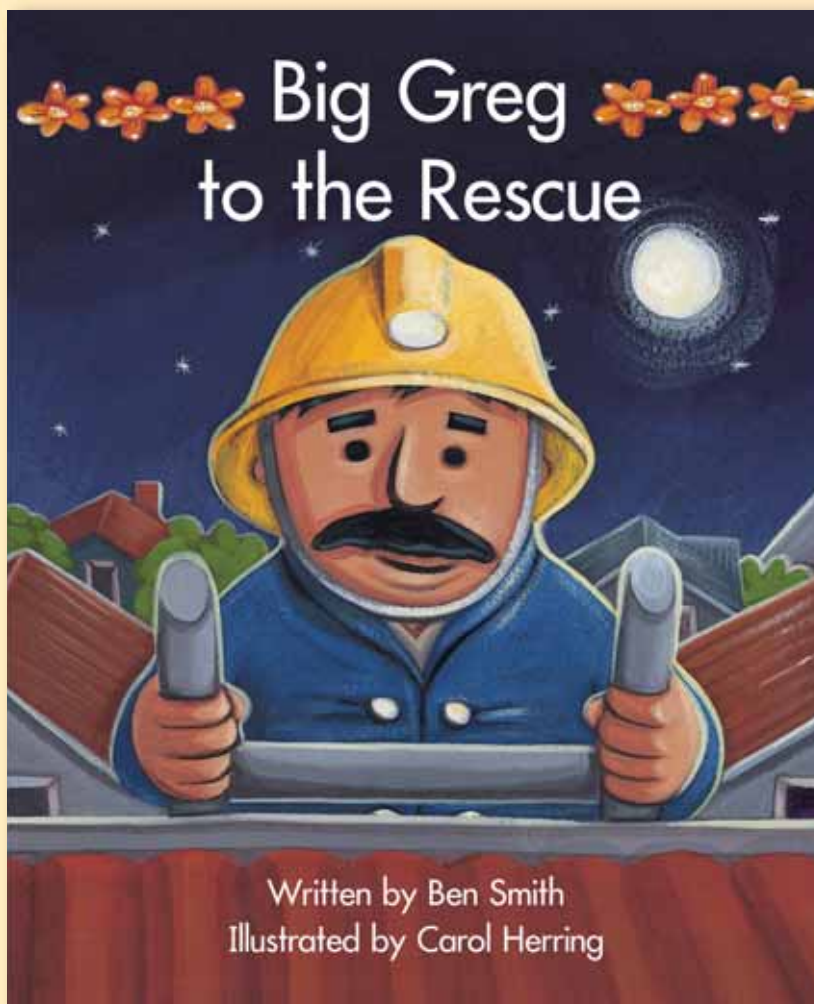




Level 21

Book g



Level	21
Word Count	535
Text Type	Narrative (adventure)
High Frequency	
Word/s Introduced	



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. Tell students the book is a narrative adventure. Discuss with students what characteristics they will expect in the story. Introduce a narrative frame that will be completed after reading the story.

Have students make predictions, from the title and illustration, about the rescue.

Read the title page and discuss the illustration.

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 read and that they should read silently. They should be ready to answer when they have finished reading the sample.

Ask, before students read each page –

Pages 2–5 Ask students what time the clock is showing. Why does Big Greg have to come down to the fire station?

Page 6–7 What is the emergency?

Pages 8–11 What two reasons did Chief Cricklecrackle predict for why Marigold was on the roof?

Pages 12–17 Who was waiting for Big Greg?

Pages 18–21 Why does Marigold like to go up onto the roof and why hasn't she come down?

Pages 22–24 Who is Marigold?

AFTER READING

Ask students to find each page where the setting has changed. Discuss the settings and how they are connected to the changing events of the plot.

Record the story structure in the narrative frame.

Have students reread the story independently.

CODE BREAKER



Developing Specific Skills

Ask students to make a list of the substitutions for the word *said*. Discuss the connection between the words *asked* and *replied*

Discuss alliteration with students – Sally Scatterplot

Nouns – proper nouns and nouns

Word ending – *kle*, Cricklecrackle

TEXT USER



Ask students to write a thank-you letter from Sally Scatterplot to Big Greg.

Have students draw a map showing the route Big Greg took from his home to the fire station and then to Sally Scatterplot's house.

MEANING MAKER



Ask students to make a fold in a piece of paper for each of the story settings. Have students draw each of the story settings in sequence on each fold, remembering to show the time when they colour the settings.

Discuss with students the meaning of anti-climax. Why would Big Greg have been surprised? Talk about what he would have thought and felt at the end of the story.

Have students talk to the person next to them about the character of Sally and the connection with her surname *Scatterplot*.

TEXT CRITIC



Ask students to consider why the author wrote the ending as an anti-climax for Big Greg.

Have students talk about how the author helped the reader know about Sally Scatterplot's personality.

21g Big Greg to the Rescue

Name _____

1. Here is a list of nouns, proper nouns, and other words. Write only nouns and proper nouns.

telephone	eyes	jumped	poor	Sally Scatterplot
Big Greg	street	grabbed	best	Chief Cricklecrackle
roof	clothes	ladder	people	Kelly's Deli
going	car	Marigold		

Noun

Proper Noun

2. Write the base words in these words.

sleepy	_____	opened	_____
answered	_____	cleaning	_____
frightened	_____	grumbled	_____
doing	_____	eyes	_____

21g Big Greg to the Rescue

Name _____

Complete the narrative frame

Title

Author

Illustrator

Main characters

Setting

Problem

Complications

Ending

21g Big Greg to the Rescue

Name _____

Complete the following.

Where

Who

When

What

Why

How
