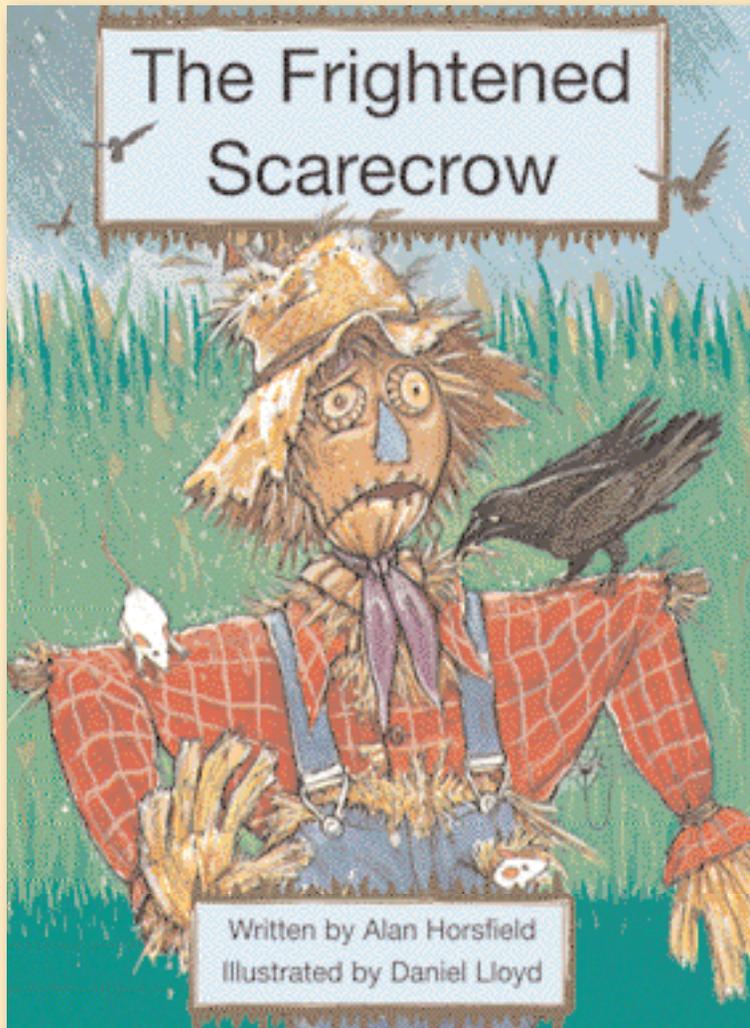




Level 28

Book c



Level	28
Word Count	893
Text Type	Narrative (Realistic Fiction)
High-Frequency	high, hold
Word/s Introduced	



Clumsy Clinton

An Interview with
Cindy Centipede

The Frightened
Scarecrow

I'm in
the Fish Tank

The Excursion

Growing and
Changing

The Glass-
Bottomed Boat

Australia

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 the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the 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 the 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

Have the students read the title and the names of the author and illustrator on the front cover. Ask the students – *Do you know what a scarecrow is? Can you predict what will happen in this story? What does the illustration tell you about the story?*

Record their responses on the board.

DURING READING

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

Before the students read each section, ask –

Pages 2–3 *What crop is grown on the farm? Why do Jake and his dad not like the birds?*

Pages 4–5 *What does Jake decide to do to solve the problem with the birds?*

Pages 6–7 *Name three things that Jake used to make the scarecrow.*

Pages 8–9 *What did Jake instruct the scarecrow to do?*

Pages 10–11 *Why did the birds return to the corn field?*

Pages 12–13 *What made the scarecrow scared?*

Pages 14–15 *Why is the scarecrow still scared the next day?*

Pages 16–17 *What did Jake do to help the scarecrow?*

Pages 18–19 *What does the scarecrow want to do? Can you guess what Jake is planning?*

Pages 20–21 *What did Jake do to help the scarecrow? Do you think this solution will work?*

Pages 22–24 *Why did Jake's idea work? Do you agree with the words of the big scarecrow?*

Clumsy Clinton

An Interview with
Cindy Centipede

The Frightened
Scarecrow

I'm in
the Fish Tank

The Excursion

Growing and
Changing

The Glass-
Bottomed Boat

Australia

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book.

Ask the students to jot down any words they are not familiar with.

Discuss with the students whether their predictions about the story (recorded before reading) were correct.

CODE BREAKER



Developing Specific Skills

Your and *you're* – discuss the difference with the students.

See the BLM.

Add the following words to spelling lists – *scarecrow, frightened, equipment, farmhouse, harvest*

Ask the students to add any unfamiliar words they jotted down when rereading the text.

TEXT USER



Ask the students – *Do you live on a farm? If not, have you ever visited a farm? What other problems do farmers have when they grow crops? Are scarecrows used on farms in the 21st century? Is a scarecrow an effective solution to the problem of birds eating crops?*

See the BLM.

MEANING MAKER

Use a dictionary to check the meanings of these words to do with farming – *harvest, crop, tractor, hay-baling twine, farmhouse*

How did the word *scarecrow* develop?

TEXT CRITIC

The theme is the main idea of the story. Ask the students – *What is the theme of this story? Discuss your ideas with your partner then share them with the class.*

Ask the students – *How did you respond when the scarecrow began to talk? Do you think this is an effective strategy to use in a story?* Encourage the students to discuss their ideas with the class.

See the BLM.

28c The Frightened Scarecrow Name _____

Your and *you're* are often confused in reading and writing.

Your means – it belongs to you. For example – your pen, your dog.

You're means – you are. It is a short way to say or write *you are*.

For example – You're going to the zoo. (You are going to the zoo.)

You're 10 years old. (You are 10 years old.)

Reread the first paragraph on page 13 in the book *The Frightened Scarecrow*. Look at how the words *your* and *you're* are used.

Write the correct word – *your* or *you're* – in the spaces below.

1. Please bring me _____ school bag.
2. Don't forget to clean _____ teeth.
3. Tell me when _____ hungry.
4. _____ skateboard is broken.
5. _____ very good at playing the piano.

On the back of this sheet, write two sentences of your own using the word *your* and two using *you're*.

28c The Frightened Scarecrow

Name _____

Life on a farm can be difficult. Farmers face many problems with their crops and animals and need to find solutions to these problems.

Use an encyclopedia, books, or the Internet to research the answers to these questions. Or you may be able to interview a farmer.

1. What problems do farmers have when they grow crops?
2. Are scarecrows used on farms in the 21st century?
3. Is a scarecrow an effective solution to the problem of birds eating crops?
4. How do farmers stop birds or other pests from eating their crops?
5. What problems do farmers have with farm animals?
6. What are some solutions to the problems with animals?

Now write two questions of your own to research.

28c The Frightened Scarecrow Name _____

How did you respond when the scarecrow began to talk? The author has given the scarecrow human characteristics. That means that the scarecrow in this story does things that real scarecrows do not do. The scarecrow in the story does things that humans do, for example, he talks.

Find more examples in the story *The Frightened Scarecrow* where the scarecrow has human characteristics. The examples can be in the text or in the illustrations. Record your examples in the chart below. One example is given for you.

Page	Human Characteristic
Page 10	The scarecrow hangs its head.