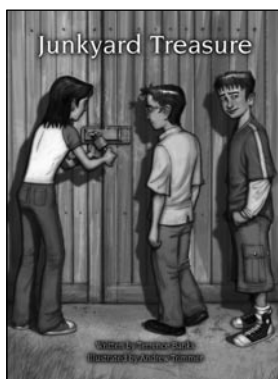


Junkyard Treasure

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

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. 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.



JUNKYARD TREASURE

Lower level fiction

Text type: Realistic Fiction

Reading age 8.8

Word count 1,587

Before Reading

Tell students that authors may use made-up characters and put them into modern-day settings. This is called realistic fiction. These stories make it easy for the reader to relate to what is happening and imagine themselves in the thick of the action.

Ask students what a puzzle is. *Can you think of any books or films in which the main characters have had to solve a puzzle?*

What generally happens in these stories?

Build understandings that the puzzle is usually identified at the start and the story is based around working the puzzle out. Some of the clues may be *cryptic* which means that the answer is not obvious. This can make the

puzzle tricky for the characters and the reader to solve. At the end, the puzzle is usually solved by one of the main characters.

COVER

Before Reading

Read the title and ask the students to consider what this story might be about.

Discussion and question guide:

- *Where do you think this story is set? What is a junkyard?*
- *What do you think the illustration suggests?*
- Read the blurb on the back cover. Discuss the words *realistic fiction* and *narrator*.

Guide students to understand that:

- the author has used an everyday situation as the setting in this book
- a narrator tells the story
- a puzzle needs to be solved
- Consider the title, cover illustration, and blurb. *What do you think happens in this story? What sort of puzzle might it be? Who do you think solves this puzzle?*

CHAPTER 1

During Reading

Read the title of Chapter 1. What does the word *mysterious* mean? What does the title suggest to you?

As you read Chapter 1, think about who is narrating or telling the story. Do you think that this character will solve the mystery? Why? How is this character important to the story?

Think about the other characters you meet in Chapter 1 and build a picture of what kind of people they are.

Jot down the important event that occurs that poses the problem in this book. Be ready to chat about what this may mean for the story. Think again about the title of the book. Do the events in Chapter 1 give you any extra clues about what is coming up in this story?

After Reading

Who is the narrator in this story? What role does the narrator have in this story? Assist students to understand that the narrator is the story teller and that means that we follow the story from his point of view. Students should also point out that he is Sal's nephew.

What sort of person is good at working out puzzles? Invite students' opinions. Who do you think will solve the puzzle in this book?

Who are the characters we meet in Chapter 1? What do you know or think about them so far? Encourage students to refer to the text to show evidence. Do you think they will help to solve the puzzle? Do you think that the puzzle will be solved by one person, many people, or will go unsolved?

Describe the junkyard. What happens there? What job does Uncle Sal have?

CHAPTER 2

During Reading

Read the title of Chapter 2. Who are we going to learn more about?

- As you read, jot down a few notes and be ready to discuss what kind of man Uncle Sal is. When you get to parts of the book that describe particular aspects of Uncle Sal, write the page numbers down so that you can share them with the group.
- What do the characters initially think the piece of paper is? Then what do they think? What tells you this?
- Describe the relationship between Uncle Sal and the narrator. How do you think they get along? Find things in the book that suggest this.
- Who is the narrator?

After Reading

Discuss responses to the guide questions. Probe for elaboration and clarification as needed.

As students describe Uncle Sal's character, ask them to show the group evidence of this in the text.

Ask students to identify the narrator.

Revisit page 9. What is the noisy beast that Uncle Sal shuts down in the first sentence? Why do you think it is referred to in this way? Can you think of some other things that may be described as noisy beasts? Discuss.

Revisit page 11. Why didn't the narrator think the piece of paper was the kind of thing that Uncle Sal would need? Discuss the kinds of bills and order forms that Uncle Bill may receive.

What do you think is on the paper? Give reasons.

CHAPTER 3

During Reading

What do the words *brute force galore* mean? Look at each word separately and guide students to predict. *What do you think we will find out about as we read this chapter?*

As you read, be aware of what Uncle Sal thinks he should do. What do the children want to do after they read the note? Jot down a few words that describe how you think the characters feel during this chapter and why. Find some words in the story that make you think this. Be thinking about the words 'brute force galore' and find out what they mean in the story.

After Reading

Encourage students to share their responses to the guide questions.

On page 13, Uncle Sal indicates concern over missing the piece of paper when he cleaned out the vehicle. *Why do you think he was concerned about this?*

What were your first thoughts as you read the note? What do you think this puzzle is all about? And who do you think left the notes?

Tell me about the black car. What do you think happened to it? Why do you think Sam thought it had been rolled? What other words were used to describe the car? Revisit page 15 to check.

Reread the sentence containing the words 'brute force galore,' on both the note and on page 15. Discuss the meaning of these words in relation to the story.

Who do you think wrote the notes?

CHAPTER 4

During Reading

Read the title of Chapter 4. What does this tell us about what may be coming up? What does the word 'decoding' mean?

As you read, write a few notes about how the clue was written and why you think the writer of the clue did this.

In this chapter, Sam solves the puzzle. Be ready to share how Sam works out who wrote the notes. Think about why this person may have designed the puzzle for the children to solve. After you finish reading, jot down a few points from earlier in the story that suggest this person's involvement.

Guess what might be behind the doors.

After Reading

Guide questions:

Why do you think the writer of the puzzle chose mirror writing for the clue? Discuss responses. How did this make the clue cryptic? Guide students to understand that this makes the puzzle more challenging to solve.

What did Sam discover in this chapter? How did arrive at that conclusion? Revisit page 21 and discuss the factors that told Sam that Uncle Sal was involved?

Do you think Sam is correct? Explain your reasons.

Why do you think Uncle Sal planned this puzzle? What do you think might be behind the red and blue doors?

CHAPTER 5

During Reading

Guide questions:

What do we know about Sam's prediction? What does the word 'surprise' mean? Is it usually associated with something good or bad? Look at the illustration on page 23. What could the surprise be?

Read Chapter 5 and be ready to discuss how Uncle Sal feels about the surprise he has prepared. Jot down some notes about things that tell you this in the book.

How did Uncle Sal make the surprise? How would you feel if you were Uncle Sal? Be prepared to explain.

Think about how the children feel about the surprise. What tells you? Be ready to discuss.

After Reading

Invite responses from students about the guide questions.

What is the treasure in this story?

How do you think Uncle Sal felt about his achievement? How do you know? What kind of person is Uncle Sal? Guide students to share a range of attributes that describe Uncle Sal.

How do you think the children feel about the surprise? What makes you think this? How would you feel if you were Sam?

What types of safety gear would you need to drive this go-kart? Do you think it would be suitable for driving on the road with other traffic? Why or why not? Where is a good place to drive this go-kart?

CODE BREAKER

Sometimes authors make comparisons between things in their writing to things that are quite different. When they say that something 'is like' something else, they are using a device called a simile. For example, 'Ben took off like a shot,' tells us about how quickly Ben left. Discuss what this simile means. Why do you think an author might write this instead of 'Ben ran off quickly?'

Turn to page 5. Find where the author has used a simile. Don't forget to look for the word 'like.' That makes it easy to find a simile. Guide students to locate 'roared into life like a grumpy lion.' Why did the author choose these words? Assist students to understand that this gives the reader more meaning about the text because they can build a mental picture.

MEANING MAKER

In this book the car wrecker's yard is important as it provides the context for the clues to be hidden and also for the go-kart to be constructed. Do you think this story would have been possible if the setting were a different place?

Think how this story would have been different if it were set somewhere else, like a sports club or shop. Brainstorm some other places to set the story. Write a list. Chat to a partner and come up with some places to hide the clues and an appropriate surprise.

Encourage students to share their responses with the group.

◆ TEXT USER

When a story follows the theme of solving a puzzle or mystery, the clues form an important part of the sequence of events. Finding and deciphering clues until the puzzle or mystery is solved provides the framework for the story.

To keep the reader guessing, one or some of the clues may be tricky to solve. What made the clues tricky to follow in this story? Guide students to understand that the mirror writing and the cryptic clues created additional challenges for the reader to solve. Do you think this makes the story more interesting for the reader? Why or why not?

● TEXT CRITIC

This story has only a small number of characters. The author has had to be careful about the type of puzzle created and also about how the characters were constructed. In this story the characters were all involved in trying to solve the puzzle. Why do you think that was done? What was the author trying to make us think? Guide students to understand that it was important that Uncle Sal was involved, otherwise we may have suspected him of writing the notes.

The character of Sam was important in this story. It was his understanding of Uncle Sal that enabled him to solve the puzzle. How important was it that Sam told the readers a lot about Uncle Sal as he narrated?

USING MULTIPLE INTELLIGENCES

Create: Provide a range of recyclable materials for students to create something interesting. (I, S, B)

Record: some interesting things to share about your creation. What it is called, what it is used for, what it is made from, who might use it, how it was constructed. (I, V)

Share: Seat students in small groups to share their creations. Each person presents in turn. After each presentation the other group members may ask questions or comment. (P, V)

Organize: After each person takes their turn, the group discusses the different recycled items used in each creation. One person keeps a tally. Eg. How many plastic bottles, tin cans, bottle tops, etc. (V, P, B, L, S)

Report: Regather the groups and compare their data on how many different recycled objects were used in each group's creations. (V, P, L)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Junkyard Treasure

Name _____

Character Traits

Write character traits about each character. List evidence of these traits from the book.

Sam

Evidence from the book

Uncle Sal

Evidence from the book

Makaylah

Evidence from the book

Dimi

Evidence from the book



Junkyard Treasure

Name _____

A metaphor is a figure of speech in which an author uses words, emotions, and associations about one thing to describe something else. For example, an author may describe a person as a sly fox or a cheeky little devil.

In the book, locate the metaphors below. Record their page numbers and reread the section of the book containing these words. Write what the author means. Work with a friend if you need help.

Metaphor	Page number	What I think the author means
<i>Shut down the noisy beast</i>		
<i>My mind was spinning</i>		
<i>A grin stretching from ear to ear</i>		

What do you think these metaphors mean?

1. a sly fox

2. a cheeky little devil

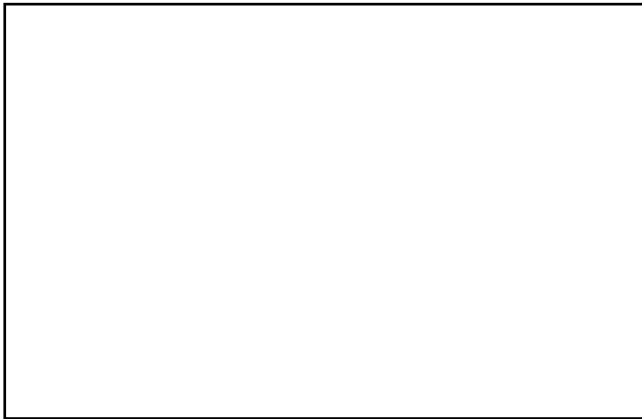


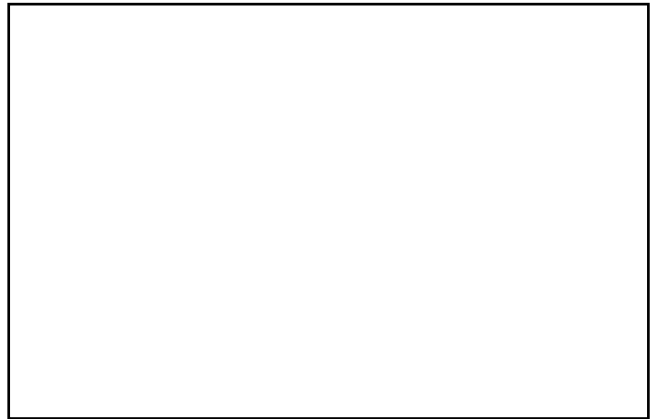
Junkyard Treasure

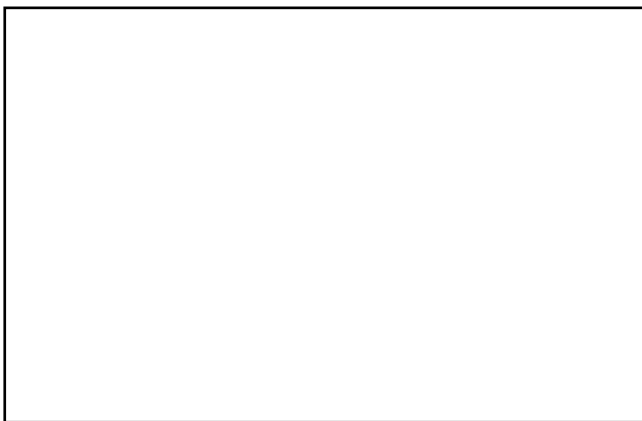
Name _____

Making Links

Uncle Sal enjoys his job in the wreckers' yard. Think of some jobs that you think would be enjoyable to do. Draw and label each one. Then write about them.











Permission is given to teachers to reproduce this page for classroom use.



Junkyard Treasure

Name _____

1. Did the word “junkyard” give you a good indication that the story was set in a wreckers’ yard? What did you expect before you started reading?

2. Did the title, cover illustration, and blurb make you want to read this story? Give reasons.

3. What will you remember about this book?

4. Do you think the author wrote this story to appeal to boys or girls, adults or children? Explain.

5. Could you relate to this story? Give reasons.

6. Do you enjoy books where there is something to solve? Why?

7. Did you enjoy trying to solve the clues? Did you find the cryptic clues too difficult or did you enjoy the extra challenge? Explain.

8. Were you able to work out, before the end, that Uncle Sal left the clues? What gave the story away?



Junkyard Treasure

Name _____

What do you think motivated Uncle Sal to build the go-kart from recycled materials? How does he feel about the world? What was he trying to teach the children?

We have built an understanding of the kind of person Uncle Sal is. We know that Uncle Sal cares about recycling. In the box below draw and write about something else you would expect Uncle Sal to care about.



Permission is given to teachers to reproduce this page for classroom use.



Junkyard Treasure

Name _____

Multiple Intelligences (intrapersonal, visual-spatial, logical-mathematical)

Based on your understanding of the wreckers' yard, draw a map of how it could be set out. Use the book to give you a basic idea. Consider things such as safety and practicality. It would be unsafe to put the crusher right beside the entrance, and it would be impractical to put the office at the most distant point from the gate that people would enter. Add labels to show where things are.



Permission is given to teachers to reproduce this page for classroom use.



Junkyard Treasure

Name _____

1. Would you describe this as a fantasy, historical fiction, or suspense story?

2. How did the author build the suspense? Refer to the book to find detail.

3. In what ways was this mystery made more puzzling?

4. Describe how a mystery story like this works. Finish the sentences:

At the beginning _____

In the middle _____

The story concludes _____

5. Would you say the following statement is true or false?

The more mysteries you read, the easier it becomes to solve them.

6. Do you enjoy mystery or suspense stories? Give reasons.

7. Write the names of two mystery/suspense books, shows, or films that you have seen.

8. Write the names of people you think would enjoy this book. Give reasons.



