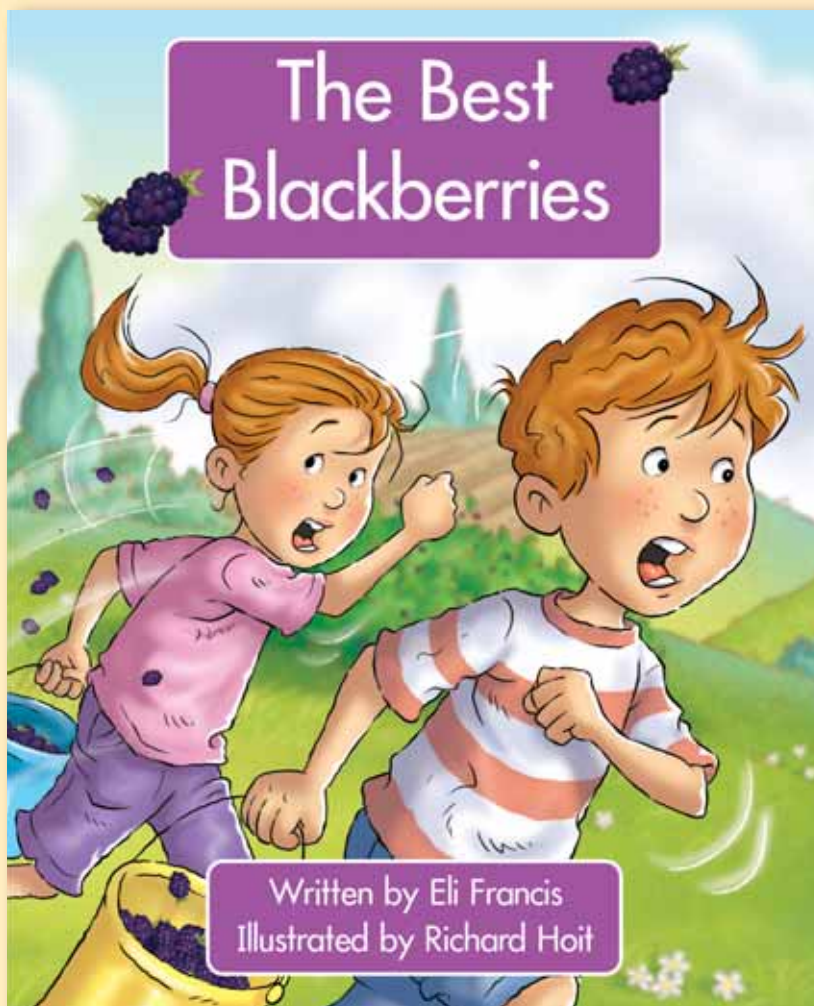




# Level 17

## Book e



Level	17
Word Count	410
Text Type	Narrative
High-Frequency	back, best, fast
Word/s Introduced	



MACMILLAN

Special Guests

Questions About  
Koalas

Casey's Art Project

A Builder's Day

The Best  
Blackberries

Sounds All Around

Maras Clouds

Horses

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, author's name, and illustrator's name, and make predictions about the theme and main event of the story. Have them discuss the picture and add more to their predictions. Why are the children worried and running away?

Ask students if they have picked blackberries with their family or friends. If not, ask if they have picked another variety of fruit, berries, or vegetables. Encourage them to talk about the experience – how they felt, where it was etc.

Do students know what blackberries are and where they grow? Make a word web with students. Write the word *berry* in the centre and ask them to think of as many different berries as they can, to add to the web.

Tell students the names of the two children in the story are Liam and Pat.

## DURING READING

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

Ask, before students read each page –

**Pages 2–3** Where is the setting for this story? Where are the best blackberries?

**Pages 4–5** What is the main problem in this story?

**Pages 6–7** Why are they laughing? At the end of the page, ask students if they can predict how the children will get the blackberries.

**Pages 8–9** What did they decide to do? At the end of the page, ask students if they think Pat will be able to get some blackberries.

**Pages 10–11** Read and find out if your prediction was right.

**Pages 12–17** Did Liam get more blackberries?

**Pages 18–23** How do they get more blackberries?

**Page 24** What did they decide to do?

## AFTER READING

Ask students why they think Pat and Liam went home when they did. Why was their decision a sensible one? Was the story ending happy or sad?

Ask students to talk to the person next to them about whether they would like to have been picking blackberries with Liam and Pat, or not.

Have students reread the story with fluency and expression, noting the story sequence as they read.

**Developing Specific Skills**

Singular/Plural – change *y* to *i* and add *es* – blackberry/blackberries

Consonant doubling – getting, running, funny

Drop *e* for *ing* – come, coming

Alternative words for *said* – yelled, etc

Compound words – blackberries



Ask students to discuss with the student next to them, the question – Would Dad have got his blackberry pie if Liam and Pat hadn't worked as a team to overcome the problem? How would the story have been different if they hadn't worked as a team? What could have happened?

Write two headings on the board – *Cause* and *Effect*. Have students analyse the story and organise the information under the two headings.

Have students rewrite the story, pretending they are either Pat or Liam. Ask them to write about how they felt about the experience.

## MEANING MAKER

Ask students to return to the text to find out how many times the children revisited the field for blackberries, and how many blackberries they took home for Dad's pie.

Have the students consider why the key words – *grass* and *red scarf* – are significant to the outcome of the events.

## TEXT CRITIC

Discuss with students whether, in their opinion, the children should have been picking blackberries in the field.

Have students evaluate the characters and their interaction with the experience and reaction to the events. Together, on the board, make character webs.

Discuss whether the children would have told Dad about interacting with the bull to pick the blackberries. Ask them to imagine Dad's response to the information.

## 17e The Best Blackberries

Name \_\_\_\_\_

Complete the story structure.

Theme

Main characters

Setting

Problem

Complications

Resolution

# 17e The Best Blackberries

Name \_\_\_\_\_

1. Write about the three main events when Pat and Liam got the blackberries.

a. Pat getting blackberries.

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b. Liam getting blackberries.

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c. Pat and Liam getting blackberries.

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2. How many blackberries did they take home?

Pat \_\_\_\_\_

Liam \_\_\_\_\_

Pat and Liam \_\_\_\_\_

# 17e The Best Blackberries

Name \_\_\_\_\_

1. Add *ing* to the following words.

get \_\_\_\_\_

run \_\_\_\_\_

come \_\_\_\_\_

wave \_\_\_\_\_

like \_\_\_\_\_

jump \_\_\_\_\_

2. Choose three words from the words listed above. Write each in a sentence.

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