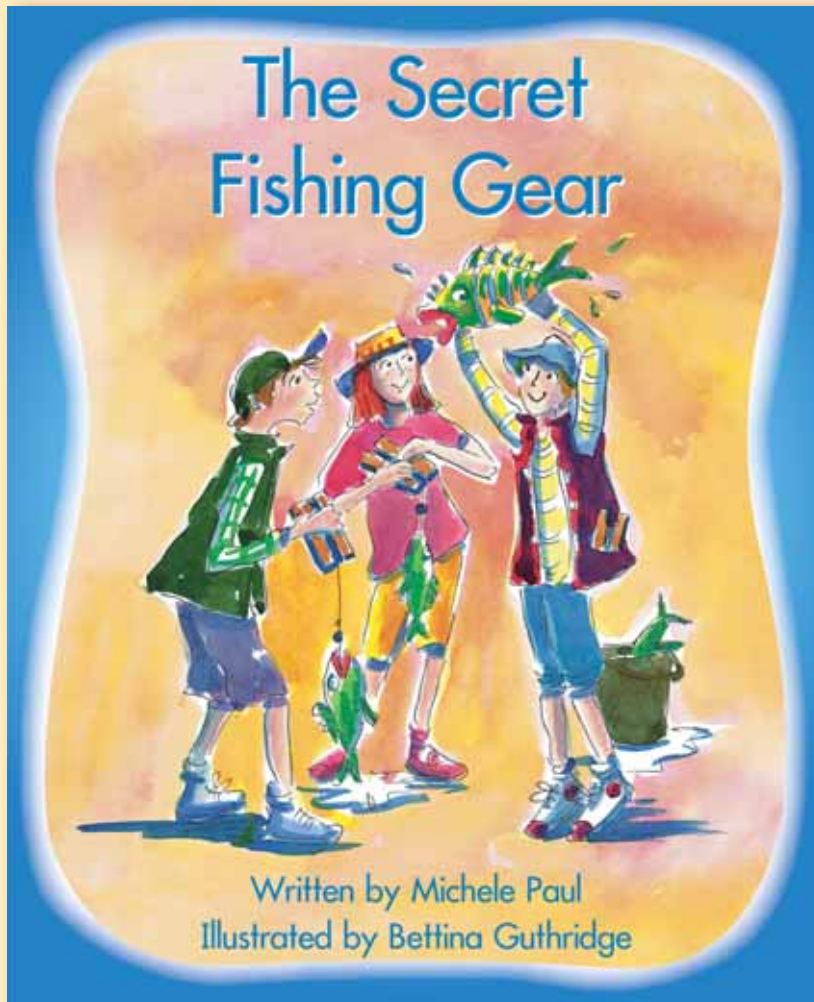




Level 20

Book c



Written by Michele Paul
Illustrated by Bettina Guthridge

Level	20
Word Count	509
Text Type	Narrative (realistic fiction)
High-Frequency	dear, line, sure,
Word/s Introduced	tomorrow



MACMILLAN

Jamila Joins
the Team

Common Wombats

The Secret
Fishing Gear

The Tree of Life

Cobber Dog and
Old Mary

Sea Turtles

Shooting the Sun

Consats and
Phone Calls

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. Have students make predictions about the story from the title and illustration. What do you think the students are talking about? Do they like fishing? Ask them if they have been fishing, and if so, what fishing gear they used.

Explain to students that the story is a realistic-fiction narrative. Ask students to flip through the pages of the book and look at the pictures to decide whether they are realistic. Tell students that realistic fiction would most likely be told with dialogue.

Read the title page of the book and discuss the illustration for further information to support their predictions. Discuss the fishing gear – mackerel for bait, swivels, hooks, line, and sinkers.

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 samples of text, and that they should read silently. They should be ready to answer when they have finished reading the page.

Ask, before students read each page –

Pages 2–7 What did the friends decide they would like to do?

Pages 8–11 What did Isobel in the video shop say? Why do they think they can't go?

Pages 12–17 How did Matt help them?

Pages 18–24 What happened at the fishing contest?

AFTER READING

Ask students to return to the text to find all the characters in the story. Write the characters' names on the board as they find them. Have students, together with a partner, recall the main points of the story.

Have students reread the book to themselves.

**Developing Specific Skills**

Endings – *ough* – enough (page 12)

Revise – drop *e* and add *ing* – hoping (page 12)

Vowel group – *oi* – pointing (page 15)

Revise – *wr* – wrong (page 21)



Have students consider the three adult characters and the roles they play in the story. Write the headings – *Positive* and *Negative* – on the board. Write the names of the characters under the appropriate headings.

Talk about major and minor characters in relation to the adult characters. Have students discuss how two of the characters made it possible for the children to enter the fishing contest. Talk about their personalities and how these affect the plot.

MEANING MAKER



Encourage students to discuss why the children are keen to enter the fishing contest.

Have students make a storyboard (in sequence), based on the four settings in the story.

Ask students to make a poster for a fishing contest.

TEXT CRITIC



Discuss the author's message. Ask students if they think the author makes Matt's generosity clear to the reader. How would the outcome of the story be different if Matt hadn't shown such generosity? Ask students if the incidents reminded them of personal experiences of generosity or disappointment.

20c The Secret Fishing Gear

Name _____

1. Add *ing* to these words.

make _____

hope _____

joke _____

shake _____

bike _____

come _____

2. Find the meanings of these words in a dictionary.

swivels _____

wharf _____

afford _____

owner _____

contest _____

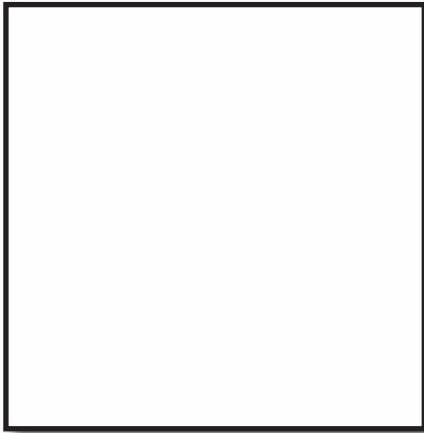
3. Choose one of the words and write it in a sentence.

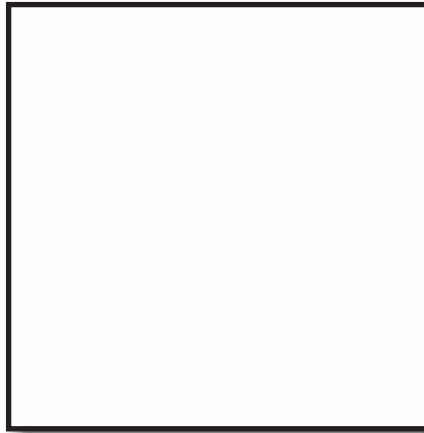
20c The Secret Fishing Gear

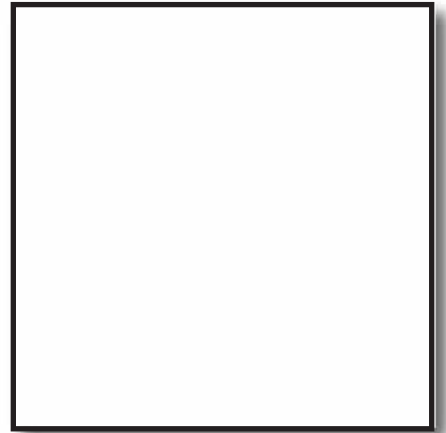
Name _____

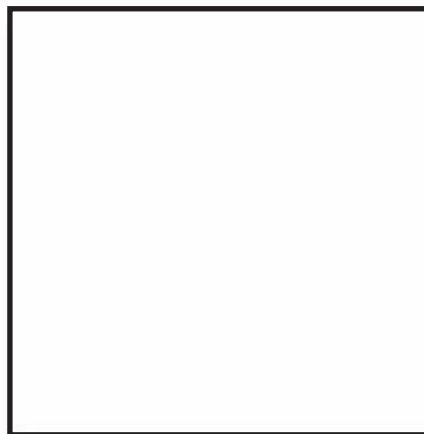
Storyboard

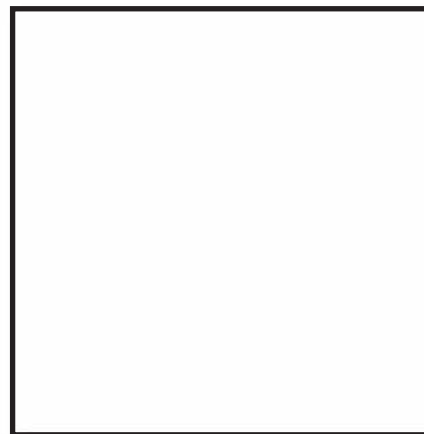
Write a sentence and draw a picture for 6 main events in the story.

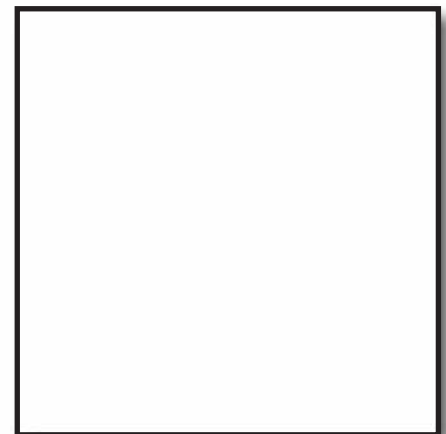










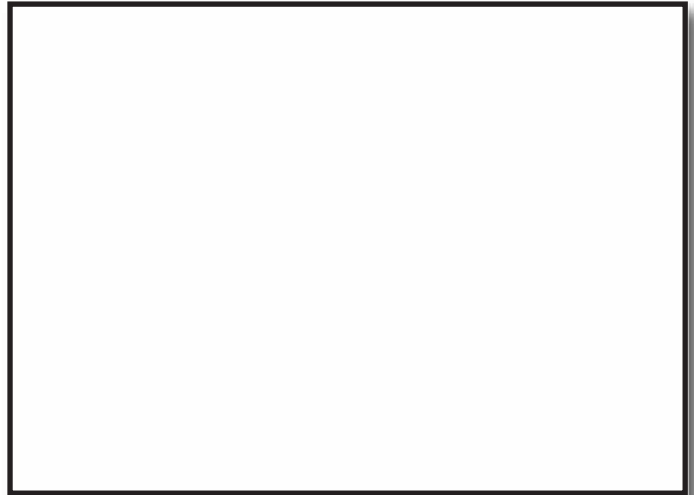


20c The Secret Fishing Gear

Name _____

Draw and describe these characters.

Isobel



Matt



The man fishing

