



Level 29

Book a

The Haunted House

Henry Morgan, the Pirate

In Search of Food

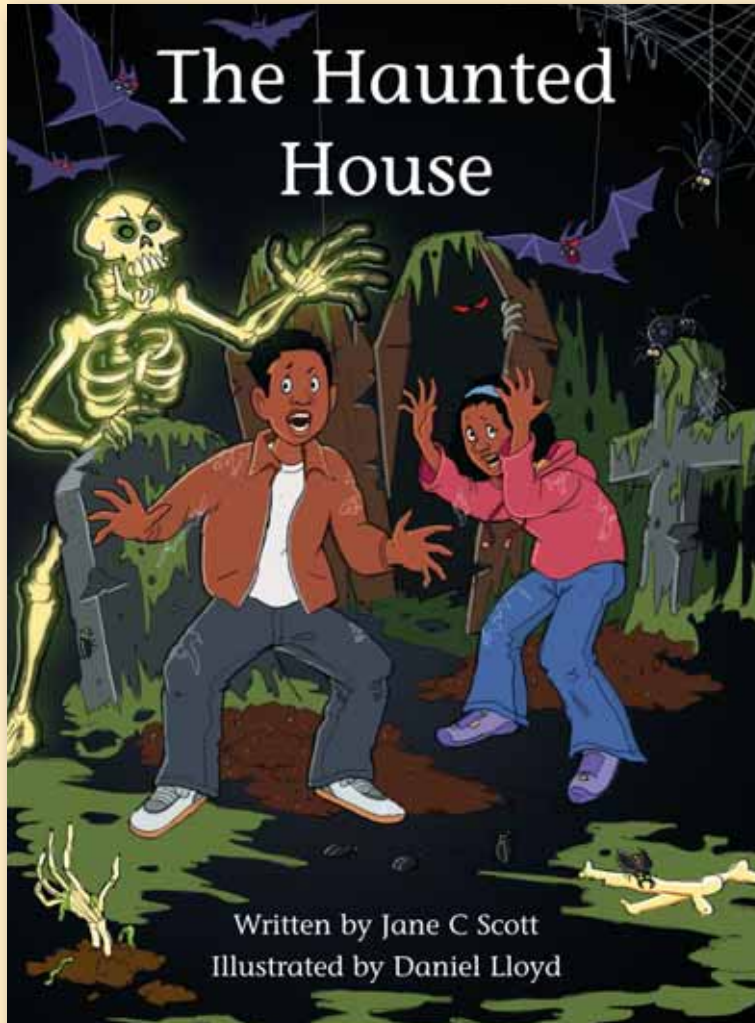
So You Want to Be a Writer?

Three Funny Tales

Three-Toed Sloths

Let's Get Those Stingers Out of Here!

Spider Power



Written by Jane C Scott
Illustrated by Daniel Lloyd

Level	29
Word Count	940
Text Type	Narrative (Adventure)
High-Frequency	our, run
Word/s Introduced	



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 – *What does haunted mean? What does the illustration tell you? Can you guess where this haunted house is located?*

DURING READING

Set the 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 *Were your predictions about the location of the haunted house correct? Why does the girl agree to go on scary rides?*

Pages 4–5 *What happened when the children entered the tunnel?*

Pages 6–7 *Why did the car stop in the tunnel?*

Pages 8–9 *What did the children walk into?*

Pages 10–11 *What was flapping in the air around the children?*

Pages 12–13 *What was the one thing the children could think to do?*

Pages 14–15 *What was the next thing to swarm over the children?*

Pages 16–17 *What caused the brother to scream?*

Pages 18–19 *How did the girl rescue her brother?*

Pages 20–21 *Where did the children land?*

Pages 22–24 *How did the girl feel after the ride? How did her brother feel?*

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Have the students find all the words that have something to do with scariness, for example – *haunted, scream*.

See the BLM.

**Developing Specific Skills**

What is meant by the following phrases – *rip-off* and *scaredy-cat* (page 4), *pitch-black* (page 7)

Word building – revise the rule of adding *y* – *scare* / *scary*, *tangle* / *tangly*, *hair* / *hairy*, *scratch* / *scratchy*



Encourage the students to participate in a class discussion. Ask – *Have you ever been to an amusement park? Did you go on any scary rides? What was the scariest thing about the rides? Why do some people enjoy being scared? Why do some people like to feel that they are in danger? What are some other activities in amusement parks that people do to feel scared or in danger?*

MEANING MAKER

The opinions of the characters have changed during this story. Ask the students – *How have the girl's feelings about scary rides changed by the end of the story? Has the boy's opinion of scary rides changed? In what way?*

TEXT CRITIC

The author has included a lot of suspense in this story. Explain to the students that suspense means that the reader feels anxious or excited, and wonders what is going to happen next. Ask the students to find two sections in the book that they consider are good examples of the author using suspense.

29a The Haunted House

Name _____

As you reread the story *The Haunted House*, make a list of all the words that have something to do with scariness, either having been scared or something scary.

If there are words in your list that you are unsure of, check the meanings in the dictionary. Now rewrite your words and divide them into three groups – nouns, verbs, and adjectives. Remember – nouns are words that name people, places, or things; verbs are action or doing words; adjectives are describing words.

Nouns

ghost

Verbs

scream

Adjectives

haunted

29a The Haunted House

Name _____

A blurb is a paragraph that is written about a book. It is usually on the back cover of a book and tells the reader a little bit about the book. A blurb tries to make the story sound exciting so people will want to read the book. It does not give away the ending or say too much about what happens. Blurbs are usually short pieces of writing – about 50–100 words in length.

Find some examples of blurbs on the back covers of books in your classroom or library. These will give you some good ideas of what blurbs look and sound like.

Write a blurb for the story *The Haunted House*. Do not forget to mention the names of the author and illustrator. And remember – DO NOT give away the ending of the story. Read your blurb to the class when you have finished.

29a The Haunted House **Name** _____

Design your own amusement-park ride. It can be a scary ride if you like but it does not have to be scary.

Draw your ride and give the following details –

How much does it cost to ride? _____

Is there an age limit for this ride? (e.g., ages five and up)

How long does the ride last? _____

Do you need to wear special equipment in this ride? (e.g., seat belt)

