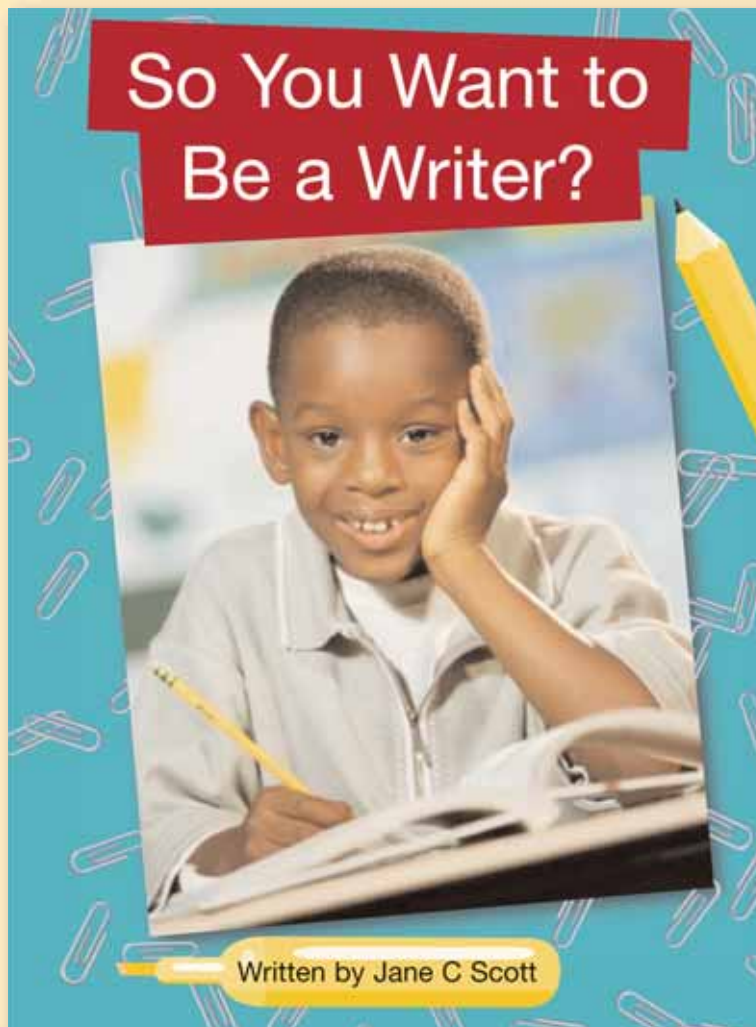




# Level 29

## Book d



Level	29
Word Count	921
Text Type	Argument/Persuasion
High-Frequency	read, write
Word/s Introduced	



MACMILLAN

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

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 name of the author on the front cover and the contents page. Ask the students – *What do you think a writer does? Have you ever thought about becoming a writer?*

## 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** *Name three different types of writers.*

**Pages 4–5** *How should you start a story? Do you agree with the plan for writing stories?*

**Pages 6–7** *What is editing? Why is it important to edit your stories?*

**Pages 8–9** *How can illustrations help a story?*

**Pages 10–15** *What is non-fiction? What are two examples of non-fiction writing?*

**Pages 16–17** *How can reference books help you? Name two types of reference books.*

**Pages 18–19** *What are two ways you can become a professional writer?*

**Pages 20–22** *Why do writers read a lot? Can young writers have their writing published?*

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## AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Have the students focus on reading the information in the diagrams as well as the main body of text. Remind the students to check the glossary for the meanings of words in bold type.

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## CODE BREAKER



### **Developing Specific Skills**

Add these words to spelling lists and practise with a partner –  
*professional, edit, illustrate, biography.*

Editing – discuss the importance of correct spelling and punctuation in writing.

See the BLM.

## TEXT USER



Ask the students – *Do you know anyone who has had their writing published in a book? Have you ever had a guest author at school to talk about their writing? Do you have a favourite author?*

## MEANING MAKER

Ask the students – *What does it mean to be a professional writer? What skills and talents would you need to be a professional writer? Is writing something that is done alone or with other people?*

## TEXT CRITIC

The writer of this book is writing about being a writer. Ask the students – *Do you think the writer has done the things she suggests in the book to make it interesting? Look at the checklist for writers on page 9. Is this a non-fiction book or an imaginary story? Do you think this is a helpful book for people thinking about becoming a writer? Explain your answer.*

## 29d So You Want to Be a Writer?

Name \_\_\_\_\_

The author of the book *So You Want to Be a Writer?* writes about the importance of editing. It is difficult to read writing that does not have correct spelling or punctuation. Edit the following paragraph from the book. You need to put in all the capital letters, full stops, and commas. You also need to correct five spelling errors.

once you have written the story you wil want  
other people to read it but they will not want to  
read a story that has speelling mistakes or is  
written in mesy handwriting so it is imporent  
to edit your writing many people dislike editing  
but if you want to be a writer editing is one of  
those things that jist has to be done

Now read page 7 of the book to check your editing.

On the back of this sheet, write these words into sentences of your own –

professional  
edit  
illustrate  
biography

## 29d So You Want to Be a Writer?

Name \_\_\_\_\_

Do you have a favourite author? Choose an author that you know and whose work you have read. Many authors have websites where you can find information about them. Publishers also have websites that give information about authors. Research your author and present the following information as a poster –

- Author's name
- Some interesting biographical information, for example, date of birth, the country where they live
- A list of some of their books
- A photograph (if possible)
- The author's web address (if possible)
- Your name

Write a letter to an author whose books you have read. Include in your letter –

- The books you have read by this author
- Your opinion of the books
- Favourite characters

Ask the author some questions –

- How long have they been writing?
- Why did they become a writer?
- What is the hardest thing about writing?

Ask your teacher to edit your letter, then send your letter to the author through their publisher or e-mail it to their website. You may receive a reply!

## 29d So You Want to Be a Writer?

Name \_\_\_\_\_

There are many different types of non-fiction writing listed in the book *So You Want to Be a Writer?* Choose one of the types of writing below. Check the book for more detail about the style of writing you have chosen.

- Account of class excursion
- Instructional guide
- Interview
- Article for school website
- Joke book
- Biography

Plan and write your chosen piece. Ask your partner to edit your work before you write the final draft.